DOCUMENT RESUME

ED 432 389 PS 027 773

| | |
|---|---|
| TITLE | Children and Welfare Reform: A Guide to Evaluating the Effects of State Welfare Policies on Children. |
| INSTITUTION | Child Trends, Inc., Washington, DC. |
| SPONS AGENCY | John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Annie E. Casey Foundation, Baltimore, MD.; George Gund Foundation, Cleveland, OH.; Smith Richardson Foundation, Inc., Greensboro, NC.; Administration for Children and Families (DHHS), Washington, DC.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC. |
| PUB DATE | 1999-00-00 |
| NOTE | 131p. |
| PUB TYPE | Guides - Non-Classroom (055) -- Reports - Evaluative (142) -- Reports - Research (143) |
| EDRS PRICE | MF01/PC06 Plus Postage. |
| DESCRIPTORS | *Children; *Evaluation Methods; *Evaluation Problems; Evaluation Research; Measurement Techniques; Policy Analysis; *Program Evaluation; Public Policy; Well Being |
| IDENTIFIERS | *State Policy; State Policy; *Welfare Reform |

ABSTRACT

Although targeted explicitly at changing adult behaviors and outcomes, welfare reform has direct implications for children. This guidebook details the results of the Project on State-Level Child Outcomes, designed to assist states in measuring child outcomes in the context of welfare reform programs. The guidebook is presented in three sections. Section 1 describes the Project study, in which representatives of state welfare agencies, federal government representatives, and researchers identified a set of child outcomes and agreed upon measurement techniques. This section also describes why child outcomes may be affected by adult-focused welfare programs, describes the conceptual model and common set of constructs, and describes several approaches to studying child well-being and the strengths and weakness of each approach. Section 2 presents the common core of constructs, including the rationales and sample questions to assess outcomes related to: (1) family income; (2) employment; (3) family formation and dissolution; (4) mother's psychological well-being; (5) absent parent involvement; (6) stability and turbulence; (7) consumption; (8) use of health and human services; (9) child care; (10) home environment and parenting practices; (11) children's education; (12) children's health and safety; and (13) children's social and emotional adjustment. Section 3 contains five appendices, including a copy of the child well-being survey and adult survey used in Florida, federal data sources, a description of surveys and measures from which sample measures were drawn. Contains approximately 125 references. (KB)

********************************************************************************
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
********************************************************************************

ED 432 389

# CHILDREN AND WELFARE REFORM

## A GUIDE TO EVALUATING THE EFFECTS OF STATE WELFARE POLICIES ON CHILDREN

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PS 027773

Child TRENDS

*With support from the*
**John D. and Catherine T. MacArthur Foundation**
*and the*
**U.S. Department of Health and Human Services**
Office of the Assistant Secretary for Planning and Evaluation
and the Administration for Children and Families

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Carol A. Emig
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

# CHILDREN AND WELFARE REFORM

## A GUIDE TO EVALUATING THE EFFECTS OF STATE WELFARE POLICIES ON CHILDREN

Child TRENDS

*With support from the*

**John D. and Catherine T. MacArthur Foundation**

*and the*

**U.S. Department of Health and Human Services**
Office of the Assistant Secretary for Planning and Evaluation
and the Administration for Children and Families

# Table of Contents

Acknowledgments ..... vii

Section 1: Children and Welfare Reform: A Framework for Evaluation ..... 1
  Chapter 1: Introduction ..... 3
  Chapter 2: Why Study Child Well-Being? ..... 6
  Chapter 3: What Aspects of Child Well-Being Should Be Studied? ..... 9
  Chapter 4: How is Child Well-Being Studied? ..... 14

Section 2: The Common Core of Constructs: Rationales and Sample Questions ..... 25
  Rationales ..... 27
  Income ..... 28
  Employment ..... 31
  Family Formation and Dissolution ..... 34
  Mother's Psychological Well-being ..... 36
  Absent Parent Involvement ..... 38
  Stability and Turbulence ..... 40
  Consumption ..... 43
  Use of Health and Human Services ..... 44
  Child Care ..... 46
  Home Environment and Parenting Practices ..... 48
  Children's Education ..... 52
  Children's Health and Safety ..... 54
  Children's Social and Emotional Adjustment ..... 57

Section 3: Appendices ..... A-1
  APPENDIX A: The Florida Survey ..... A-3
  APPENDIX B: Federal Data Sources ..... A-51
    Table 1: List of Federal Data Resources ..... A-52
    Table 2: Federal Data by Domain ..... A-54
  APPENDIX C: Description of Surveys and Measures From Which Sample Measures Were Drawn ..... A-55
  APPENDIX D: Glossary of Commonly Used Terms ..... A-59
  APPENDIX E: References ..... A-61

Child Trends

Dear Reader:

Will welfare reform be good or bad for children? Will it strengthen or weaken families? Will it help some children and families, but harm others?

These questions have long been a focus of Child Trends, a nonprofit, nonpartisan research center that studies children and families. For more than a decade, we have studied the implications of various approaches to welfare reform for children's development and well-being—the Federal JOBS program in the late 1980s and early 1990s, private experiments like New Chance, the welfare waivers granted to most states by the Federal government in the early 1990s, and now the major Federal welfare reform enacted in 1996. In the course of this work, we have developed and refined a conceptual model for how children might be affected by policies targeted primarily at adults—policies like mandatory work requirements and time limits on welfare receipt.

We were therefore delighted to work with officials from the U.S. Department of Health and Human Services, representatives from a dozen states selected by HHS, and colleagues in the Family and Child Well-being Research Network to design an evaluation of the effects on children of the welfare waivers implemented a few years ago. For many of these states, the reforms implemented under waivers became the basis of new state welfare policies enacted as part of the 1996 Federal welfare reform law. It was quickly apparent to us that the results of this work would provide a valuable blueprint to anyone wishing to assess how children are faring under welfare reform. With generous support from the MacArthur Foundation and continued funding from HHS, Child Trends therefore developed this guidebook for evaluating the effects of welfare reform on children.

We hope the state officials, researchers, advocates, and others who use this guide will find it a helpful tool for implementing thoughtful, rigorous, and thorough assessments of how children are faring under welfare reform. It is important, indeed critical, to our understanding of how key public policies affect some of the nation's most vulnerable children.

Kristin A. Moore, Ph.D.
President and Senior Scholar
Child Trends

# Acknowledgments

This guide to evaluating the effects of welfare reform on children grew out of a unique public-private partnership, the Project on State-Level Child Outcomes. This project originated in the Administration for Children and Families and the Office of the Assistant Secretary for Planning and Evaluation at the U.S. Department of Health and Human Services as a way to help 12 selected states add measures of child outcomes to evaluations of state welfare waivers. It quickly grew to include other federal agencies, private researchers, several foundations, and, of course, representatives from the states. Working intensively together over the course of a year, this very diverse group created a detailed plan for evaluating the effects of state welfare waivers on children. The potential impact of their work, however, goes well beyond assessing the effects of welfare waivers. It is also a blueprint for states that wish to assess the effects of the Temporary Assistance for Needy Families (TANF) program on children.

## Federal Agencies

Within the federal government, several offices, agencies, and individuals played key roles in devising and supporting this ambitious project. The Department of Health and Human Services (HHS) initiated and led this effort, under the leadership of the Administration for Children and Families and the Office of the Assistant Secretary for Planning and Evaluation. Within HHS, the Centers for Disease Control and the National Institute for Child Health and Human Development (NICHD) provided considerable staff and financial support. The Department of Agriculture also made a financial contribution.

In particular, the following HHS staff provided their consistent leadership and considerable expertise to this effort:

*Administration for Children and Families:* Howard Rolston and Alan Yaffe.
*Office of the Assistant Secretary for Planning and Evaluation:* Martha Moorehouse and Ann Segal.

## States

Representatives of twelve states brought their knowledge, experience, and expertise to this project:

*California:* J. Oshi Ruelas.
*Connecticut:* Mark Heuschkel, Jim Murkette, Nancy Wiggett, Ron Lucas and Marion Wojick.
*Florida:* Don Winstead, Pat Hall, and Jeannee Elswick-Morrison.
*Iowa:* Deb Bingaman.
*Illinois:* Dave Gruenenfelder, Linda Brumleve, Joel Maxon, and Alan Whittaker.
*Indiana:* Tracey Nixon, Charles Brandenburg, and Laura Nelson-Green.
*Michigan:* Bob Lovell, Blair Steiber, James Commet, Stephen Smucker, Ching-Li Wang, Susan Wright, and Subinoy Chakravarty.
*Minnesota:* Charles Johnson and Joel Kvamme.

*Ohio:* Jackie Martin, Annette Murch, Eleanor Brock, Stan Sells, Joel Rabb, Paul Glock, and Henry Zheng.
*Oregon:* Marge Reinhart and Lily Sehon.
*Virginia:* Carol Baron, Zandra Thompson, and Connie Hall.
*Vermont:* Cheryl Mitchell, David Murphey, Roy Haupt, and Sandra Dooley.

## Researchers

*Child Trends:* Staff from Child Trends worked closely with officials from HHS to conceptualize the project, provide substantive direction for the meetings, deliver presentations, develop meeting materials and summaries, and handle project logistics. The Child Trends team included: Kristin Moore, Martha Zaslow, Suzanne LeMenestrel, Sharon McGroder, Brett Brown, Tamara Halle, Kathryn Tout, M. Robin Dion, Christopher Botsko, Erin Oldham, Michelle Harper, Chisina Kapungu, Tawanda Greer, Laura Gitelson, Cheryl Oakes, Lauren Connon, and Fanette Jones.

*NICHD Child and Family Well-Being Research Network:* In addition, researchers from the National Institute for Child Health and Human Development's Family and Child Well-Being Research Network participated in the project's meetings. They include Kristin Moore (Child Trends), Jeanne Brooks-Gunn (Columbia University), Greg Duncan (Northwestern University), V. Jeffrey Evans (NICHD), and Natasha Cabrera (NICHD).

*Technical Advisors to the States:* The project further benefitted from the active participation of staff from several research and evaluation firms and one research center that are providing technical assistance to states evaluating their waivers projects. They include: David Fein, Chris Hamilton, Jean Layzer, Alan Werner, and Erik Beecroft (Abt Associates, Inc.); Barbara Goldman, Adria Gallup-Black, JoAnn Rock, and Greg Hoerz (Manpower Demonstration Research Corporation); Christine Ross, Nancy Fasciano, Lindsay Dobrzynski, and Martha Kovac (Mathematica Policy Research); and Bob Goerge and Mairead Reidy (Chapin Hall Center for Children, University of Chicago).

*Other Researchers:* Other researchers who participated in various meetings include Larry Aber (National Center for Children in Poverty, Columbia University), Tom Corbett (Institute for Research on Poverty, University of Wisconsin), Deborah Phillips (Board on Children, Youth and Families, National Academy of Sciences), and Don Hernandez (Board on Children, Youth and Families, National Academy of Sciences).

## Foundations

Several foundations with a strong interest in understanding and promoting child well-being played an active role in this project. Barbara Blum, past president of the Foundation for Child Development, played a pivotal role in garnering foundation support for this effort. The Annie E. Casey Foundation, the Edna McConnell Clark Foundation, the George Gund Foundation, and the Smith Richardson Foundation also provided funding.

Senior staff from several foundations also contributed their considerable experience and expertise to the project. They include Bill O'Hare and Michael Laracy (Annie E. Casey

Foundation); Aimee Fitzpatrick and Tom Smith (Edna McConnell Clark Foundation); Jennifer Phillips (Charles Stewart Mott Foundation); Janice Molnar (formerly of the Ford Foundation); Ruby Takanishi (Foundation for Child Development); Judith Simpson (formerly of the George Gund Foundation); and Phoebe Cottingham (Smith Richardson Foundation).

The John D. and Catherine T. MacArthur Foundation provided support for writing and producing this guidebook.

## About This Guidebook

The information in this guidebook was distilled from materials developed by Child Trends for the Project on State-Level Child Outcomes. Carol Emig oversaw the drafting, production, and dissemination of the guidebook. Section 1 of the book was drafted by Suzanne LeMenestrel and Kathryn Tout based on meeting summaries and presentations prepared by various Child Trends staff. The rationales presented in Section 2 were drafted by Laura Gitelson, with assistance from Suzanne LeMenestrel, based on work by Child Trends staff and other participating researchers, and the sample measures were selected by Suzanne LeMenestrel. The guidebook was carefully reviewed by Kristin Moore, Martha Zaslow, Sharon McGroder, Tamara Halle, Robin Dion, and Brett Brown at Child Trends, and by Martha Moorehouse, Ann Segal, Howard Rolston, and Alan Yaffe at HHS. Amber Moore at Child Trends directed the dissemination effort.

Child Trends is a nonprofit, nonpartisan research center that studies children and families. Additional information about Child Trends can be obtained from its web site, *www.childtrends.org*.

As noted above, funding for the development and dissemination of this guidebook was provided by the John D. and Catherine T. MacArthur Foundation. Additional support for dissemination was provided by the Office of the Assistant Secretary for Planning and Evaluation at the Department of Health and Human Services.

## SECTION 1

# CHILDREN AND WELFARE REFORM: A FRAMEWORK FOR EVALUATION

BEST COPY AVAILABLE

# Introduction

Welfare reform, although targeted explicitly at changing *adult* behaviors and outcomes, has direct implications for *children*. In the last 10 years, policymakers and researchers have expressed a growing interest in understanding how and to what extent welfare policies affect children's health, cognition, school achievement, and social and emotional development.

The purpose of this guidebook is to share the results of a unique project designed to assist states in measuring child outcomes in the context of welfare reform programs. We hope this guidebook can be a helpful tool for state welfare agencies, nonprofit organizations, researchers, and others who seek to understand how state welfare policies, including those related to child care and child support, might influence child well-being.

## The Project on State-Level Child Outcomes

Welfare reform began in states and counties before the passage of national welfare legislation in 1996. Between 1993 and 1996, more than 40 states received waivers from the federal government to launch their own welfare reform experiments. These states introduced a variety of new provisions to their welfare programs, including time limits on receipt of benefits, work requirements, family caps, and teenage parent residency and education requirements. Many of these policies were precursors to the 1996 welfare reform law (the Personal Responsibility and Work Opportunity Reconciliation Act), and many ultimately provided models for the new statewide policies that were implemented.

Because these state demonstration projects differed significantly from the national welfare program in place at that time (the Family Support Act of 1988), states were required to conduct an experimental evaluation of the impacts of their welfare reform demonstrations on adult outcomes and behavior. Recognizing the critical need to examine the effects of various welfare reform policies on *children*, the U.S. Department of Health and Human Services (HHS) initiated *The Project on State-Level Child Outcomes* in which representatives of state welfare agencies, federal government representatives, and researchers worked together to identify an important set of child outcomes and agree upon ways to measure them. The project proceeded in two phases: The Planning Phase and the Operational Phase.

### The Planning Phase

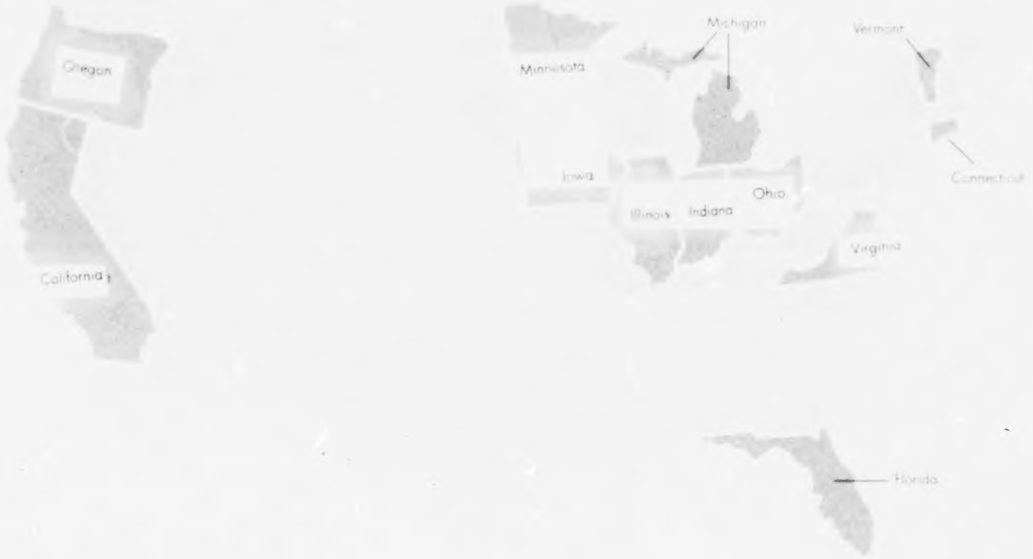
In the fall of 1996, 12 states (California, Connecticut, Florida, Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Oregon, Vermont, and Virginia) (see Figure 1.1) with existing evaluations of their welfare reform demonstration programs were competitively awarded one-year planning grants from HHS to receive technical assistance from Child Trends, a nonprofit, nonpartisan research center, and other researchers who are part of the National Institute of Child Health and Human Development (NICHD) Family and Child Well-Being Research Network.

The primary goal of this planning phase was the selection of a common design and a common set of family and child well-being outcomes that could be measured in state welfare evaluations. To accomplish this goal, as well as to assist states in the development of social indicators of child well-being, several meetings were organized and facilitated by Child Trends in the fall of 1996 and spring of 1997. The specific goals of the meetings were to:

- establish definitions and agree upon a set of important child and family variables that could be measured in state welfare evaluations;
- finalize the common set of constructs for states' evaluations;
- develop recommendations for including child care issues in state evaluations; and
- identify indicators of children's well-being at the state level.

**FIGURE 1.1**

**THE PROJECT ON STATE-LEVEL CHILD OUTCOMES**
***Participant States in the One-year Planning Phase***



### The Operational Phase

The second phase of the project, the operational phase, began in the fall of 1997 and will continue for at least three years. Based on review of states' research proposals by HHS, five states (Connecticut, Florida, Indiana, Iowa, and Minnesota) received additional operational phase funding to add measures of child outcomes to their existing welfare reform evaluations. The five participating states are diverse in their welfare policies and programs, recipient populations, geography, and political climate. The states also have varied timetables for their evaluations. Minnesota was the first of the five states to field the child well-being survey, and Indiana will be the last. The final child impact study reports for all five states will be available by the fall of 2001.

BEST COPY AVAILABLE

In addition to the child impacts projects, HHS has funded a separate, complementary project called *Advancing States' Child Indicator Initiatives*, to assist states in developing and monitoring indicators of children's health and well-being. In coordination with Chapin Hall at the University of Chicago, states will receive technical assistance on conceptualization and measurement issues and will work with one another and with researchers, policy experts, and federal staff. The aim of the project is for states to institutionalize the use of indicators in the policy process at both the state and local levels. Although the development of indicators is not the primary focus of the material in this guidebook, it is nonetheless important to bear in mind that a research strategy incorporating a range of methodological approaches is critical for understanding the implications of welfare reform for children.

## Overview of the Guidebook

This guidebook condenses and integrates the materials, discussions, and products from each phase of the Project on State-Level Child Outcomes to provide the tools needed to initiate or augment a study of child well-being in the context of welfare reform. It has three main sections that address the "why," "what," and "how" of examining child outcomes in a welfare reform study.

- Chapter 2, "Why Study Child Well-Being?" describes why child outcomes may be affected by adult-focused welfare programs.
- Chapter 3, "What Aspects of Child Well-Being Should Be Studied?" describes the conceptual model and common set of constructs developed by the researchers and state and federal officials participating in the project.
- Chapter 4, "How is Child Well-Being Studied?" describes several approaches to studying child well-being and the strengths and weaknesses of each of these approaches.
- Section 2 provides rationales and sample items (survey questions) for measuring the common set of constructs.
- Appendix A contains a copy of the child well-being survey and adult survey that is being used by Florida.
- Appendices B, C, and D contain (respectively) a list of federal data sources, descriptions of surveys and measures from which sample measures are drawn, and a glossary of commonly used research terms.

## CHAPTER 2

# Why Study Child Well-Being?

Welfare policies generally seek to change *adult* behaviors, such as whether and how much a parent works, whether a father pays child support, and whether a mother bears children outside of marriage. Why, then, do we look for *child* outcomes in an adult-oriented program? There are three primary reasons.

### Welfare Benefits Are Intended to Assist Children

One reason to focus on children when studying welfare policies is simply because welfare was and is intended to ensure that families have sufficient income to meet their children's basic needs. This was the case when the Aid to Dependent Children program was established in 1935, and remained the case as the program changed over the decades. The 1996 welfare reform still seeks to ensure that families have sufficient income to support their children, although it does so through provisions that make parents' earnings, rather than public assistance, the source of that income. Thus one reason to examine child outcomes in the context of welfare policies is to evaluate the effectiveness of programs aimed at supporting children.

### Different Welfare Policies May Affect Children in Different Ways

Researchers and policymakers also hope to understand whether and how families receiving welfare are affected by various policies that alter the requirements for receipt of welfare benefits (for example, by implementing work requirements or time limits on receipt of benefits). Interest has grown in the past decade for studying how program features and services affect adult outcomes, and in turn how they affect children's well-being. Along with three evaluations of previous welfare-to-work programs (New Chance, the Teenage Parent Demonstration Program, and the National Evaluation of Welfare-to-Work Strategies) and the five state evaluations that are part of the Project on State-Level Child Outcomes, a number of studies have been initiated to examine child outcomes under the most recent welfare legislation.[1] Findings from the completed and ongoing evaluations indicate that welfare policies and programs can affect multiple dimensions of family life, such as parenting and maternal psychological well-being, that go beyond effects on family processes or employment.

### Welfare Policies May Affect Family and Parental Factors

There is also a large body of research on child development documenting the multiple family and parental factors that affect child well-being, many of which are likely influenced by welfare policies. (Some of this research is briefly summarized in Section 2 of this guidebook.) For example, it is well-documented that maternal depression has negative implications for both parenting behaviors[2] and children's development.[3] Maternal psychological well-being, such as depression, can be affected, either positively or negatively, by welfare reform policies such as mandated employment, earned income disregards, and sanctions for noncompliance with policies. It will be useful to know how the effects of welfare policies and programs on maternal depression in turn affect child well-being. Despite the considerable base of existing research on family processes and child development, many questions like this remain to be answered.

Thus, an additional reason for studying child well-being in the context of welfare programs is to expand the research examining the dynamic relationships among social policies, what goes on in families, and children's development.

## Key Questions

We turn next to two key questions faced by investigators at the outset of a study of child well-being and welfare reform:

- What specific aspects of child well-being should be examined, and
- How should these aspects be studied?

The answers to these questions ultimately provide the *design* or blueprint for a research study. In the next two chapters, we outline the steps taken by the participants in the Project on State-Level Child Outcomes to address these questions. Their approach provides important guidance to other localities, states, and organizations wishing to assess the implications of welfare reform for children in their jurisdictions. Before describing this process, however, it is important to define key terms that will be used. These terms also appear in a glossary in Appendix D of this guidebook, along with other important terminology.

## Key Terminology

Two sets of terms are used when describing the process of conducting a study of welfare reform and children:

The first set of terms refers to the theoretical basis for conducting a study of child outcomes in the context of welfare reform. **Pathways** are the hypothesized avenues through which welfare reform can affect children. In the following chapter, three types of pathway variables are described:

- the direct targets of welfare policies (like income or employment),
- other aspects of adult life that could be affected by welfare policies even though they are not targets of policies (like psychological well-being or residential stability), and
- aspects of the child's environment that are affected because of changes in adult life (like parenting practices and child care arrangements).

**Child outcomes** are aspects of children's development or well-being that, in the model described in Chapter 3, may be affected by various pathway variables. Finally, a **conceptual model** is a framework for outlining the various pathways and child outcomes that may be important to examine in a study of welfare reform and children.

**FIGURE 2.1**

### ILLUSTRATION OF KEY TERMS AND CONCEPTS

| | | | | |
|---|---|---|---|---|
| DOMAIN | EDUCATIONAL OUTCOMES | | | |
| CONSTRUCTS | ENGAGEMENT IN SCHOOL | SCHOOL ATTENDANCE | SCHOOL PERFORMANCE | SCHOOL PROBLEMS |
| MEASURES | School Engagement Scale | Number of absences<br>Number of times late for school | Child's grades<br>Grade repetition | Number of suspensions<br>Number of expulsions |
| SAMPLE ITEMS | For each of the following statements, please tell me if you think it is true, sometimes true, or often true. Would you say (Child)...<br>1. Cares about doing well in school?<br>2. Only works on schoolwork when forced to?<br>3. Does just enough schoolwork to get by?<br>4. Always does homework? | | How many days of school did (Child) miss during the past four weeks that school was in session?<br>None ..... 0<br>1 or 2 days ..... 1<br>3 or 4 days ..... 2<br>5 to 10 days ..... 3<br>More than 10 days ..... 4 | |

A second set of terms is used when trying to describe more concisely the pieces of a conceptual model. Picturing these terms in a hierarchy, as shown in Figure 2.1, a **domain** is an overarching term referring to a broad substantive topical area. In Figure 2.1, educational outcomes is the domain. Within a domain are a series of more specific topics called **constructs**. School performance and school attendance are examples of constructs. A **measure** is a concrete way to assess a construct. Measures are typically made up of one **item** or a series of items called a **scale**. For example, number of absences from school and a child's grades are measures.

BEST COPY AVAILABLE

## CHAPTER 3

# What Aspects of Child Well-Being Should Be Studied?

The participants in the Project on State-Level Child Outcomes followed a three-step process in determining what aspects of child well-being should be examined in an evaluation of welfare reform. First, they used previous research and knowledge about welfare policies and programs to construct a conceptual model of *how* welfare reform could affect children. Second, they discussed and agreed upon the pieces of the model they considered most important to study. Finally, they differentiated each piece into smaller, *measurable* pieces. In this chapter, we describe each phase of this process in detail.

## Pathways of Influence: Understanding How Welfare Reform Affects Children

A critical first step in conducting research on welfare reform and children is to outline models of *how* welfare policies can affect child development. The concept of *pathways* is one useful way to explain this process.[4] This concept and accompanying terminology were developed and introduced in earlier work by Martha Zaslow and her colleagues at Child Trends.[5] The following discussion of pathways is drawn from concepts originally described in this work.

Pathways are the avenues through which children are affected, intentionally or unintentionally, by welfare reform. For instance, in the example on depression outlined in Chapter 2, one might expect maternal psychological well-being to be a pathway variable through which welfare reform policies affect child well-being. A second potential pathway variable could be the increased turbulence or increased stability that occurs in a family's life when a parent begins a job. If parental employment results in a more stable home life with more predictable routines, the impact on children could be positive. Alternatively, if parental employment makes a family's life more stressful and chaotic, the impact on children could be negative. A further possible child outcome is that the stress and turmoil associated with a parent starting a job may be temporary, yielding greater stability and other benefits to children once an initial adjustment is made.

In general, there are two key features of pathway variables:

- pathway variables are *affected* by welfare programs (whether or not they are explicitly targeted for change by the program); and, in turn,
- pathway variables *affect* child well-being.

It is important to study pathways to understand *why* observed child impacts come about, as well as to examine possible reasons why child impacts did *not* come about. If a welfare program had no impacts on children, it may have been because the program:

- did not activate any pathway variable through which a child could be affected;
- did activate pathway variables, but the changes were not of a sufficient size to lead to changes in child well-being; or
- activated multiple pathway variables, with the effects of some pathway variables being offset or counterbalanced by the effects of other pathway variables.

It is also possible that data collection on child well-being and/or pathways did not take place at a time when changes in these variables were likely to have occurred.

## A Conceptual Framework

To understand better whether welfare reform policies affect children, and the specific pathways through which they do so, participants in the Project on State-Level Outcomes started with the conceptualization developed by Zaslow and colleagues,[6] and modified and elaborated on it to reflect their understanding of state welfare policies and previous research on child development. This *conceptual framework* is illustrated in Figure 3.1. It depicts various pathway variables through which state policies targeted to adults could potentially affect children's well-being. This framework is consistent with other models that have been developed by researchers evaluating the effects of welfare programs and policies on children.[7]

The conceptual framework begins by identifying those pathway variables (in the second column) that are the *direct targets* of welfare policies. These include:

- income;
- employment;
- family formation; and
- attitudes toward welfare and employment.

The model also highlights *other aspects of adult life* that are not directly targeted by state welfare policies but that could nevertheless be affected by these policies. These include:

- parent's psychological well-being (for example, depression);
- stability and turbulence in a family's life;
- absent parent involvement in the form of contact with the child;
- use of health and human services, such as Medicaid; and
- the consumption of goods and services.

The conceptual framework then identifies two important *aspects of the child's environment* that might be affected by welfare policies, because of changes brought about in an adult's life. These include:

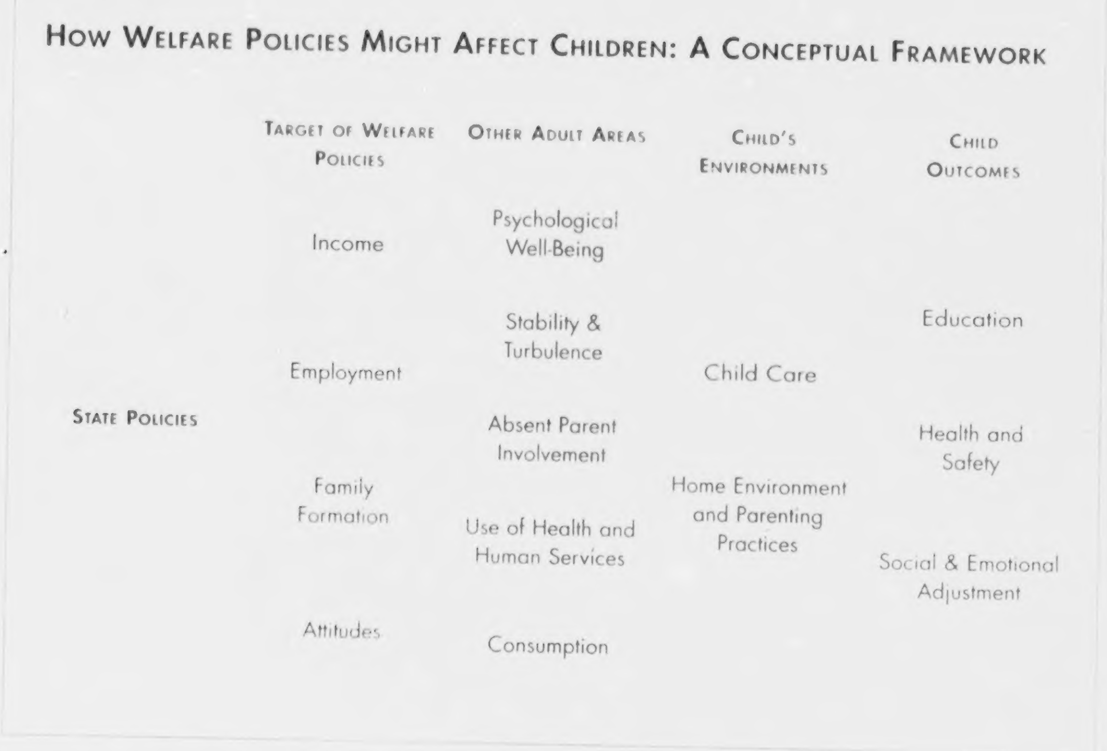
- child care, including the quality of care, extent of use, and consistency of use; and
- home environment and parenting practices, such as the routinization of family life, the amount of aggravation and stress that parents feel when interacting with their children, and domestic violence.

Finally, the conceptual framework identifies three general types of *child outcomes* that might be affected by state welfare policies:

- educational outcomes, such as school performance and attendance;
- health and safety, including accidents and health status; and
- social and emotional adjustment, including positive, as well as negative, behaviors.

As this discussion indicates, the framework was designed to be followed from left to right. It begins with those aspects of adult life that are directly targeted by state policies, followed by other aspects of adult life that might also be affected. These in turn are expected to affect children's experiences in their primary care environments, which then could affect child outcomes.

**FIGURE 3.1**



HOW WELFARE POLICIES MIGHT AFFECT CHILDREN: A CONCEPTUAL FRAMEWORK

TARGET OF WELFARE POLICIES
OTHER ADULT AREAS
CHILD'S ENVIRONMENTS
CHILD OUTCOMES
STATE POLICIES
Income
Employment
Family Formation
Attitudes
Psychological Well-Being
Stability & Turbulence
Absent Parent Involvement
Use of Health and Human Services
Consumption
Child Care
Home Environment and Parenting Practices
Education
Health and Safety
Social & Emotional Adjustment

Effects include both intended and unintended impacts. Both positive and negative outcomes for children are possible.[8]

However, more complex pathways are also possible. For example, the child care environment could have implications for the mother's employment. When child care is unreliable, a mother may miss work or arrive late because her child care arrangements have fallen apart. In addition, policies can have different effects on different pathways. The lack of arrows in Figure 3.1 showing specific lines of causation is intentional. Those who use this conceptual framework in their evaluations will want to fill in the arrows according to their states' policies and their specific hypotheses.

Working together, participants in the Project on State-Level Child Outcomes used the conceptual framework to select the specific domains and constructs they recommended for inclusion in an evaluation of welfare reform's effects on children. This "core" set of domains and constructs is referred to throughout the remainder of the guidebook as the *Common Core of Constructs*.

## Development of the Common Core of Constructs

The purpose of agreeing upon a common core of constructs was to select a set of topics that would be measured similarly across states, thus providing a strong methodological basis from which results could be compared. The process began by asking state officials to articulate their

BEST COPY AVAILABLE

hypotheses about how policies in their states might activate pathway variables that, in turn, might affect children's well-being. These hypotheses were used to generate a more differentiated list of pathway variables and child outcomes. For example, the pathway variable of employment was broken down into a series of more specific topics aimed at providing more details about employment (e.g., wages, stability of employment, benefits). State officials were then given an expansive list of these constructs (i.e., the specific topics within a domain) and were asked to select those that were their highest priorities for inclusion in the common core. In the final step in the development of the common core, project participants, in close consultation with Child Trends' researchers, reviewed the conceptual framework and the chosen set of domains and constructs. Special attention was paid to identifying topics that research indicated should be included. The final common core of constructs appears in Figure 3.2.

The common core and suggested measures for the constructs were identified with several assumptions about the states' evaluations:

### Flexibility for the States

It was assumed that the states might opt to go beyond the measures of the common core. States could also choose to drop sections of the common core, if, for example, the issues had already been addressed in previous surveys conducted in their state. They could also choose to drop sections of the common core if they provided justification that a pathway variable or child outcome was not likely to be affected by state policies. Where appropriate, administrative data could also be substituted for the proposed survey measures.

### A Common Mode of Data Collection

In assembling a set of suggested measures for the common core, the technical assistance team assumed mixed mode administration of a survey; that is, telephone administration with an in-home follow-up of families who could not be reached by phone. It is important to note that all measures that can be administered by phone are also appropriate for in-home administration.

### A Special Focus on Children Ages 5-12

While a set of questions in the surveys are asked about all children in the family, the states' child well-being surveys are focusing on children ages 5 to 12. This decision was based on the fact that the child outcome studies, in most cases, will be fielded several years after random assignment to the evaluations. This age range permits consideration of child outcomes for children who were preschoolers when their mothers became subject to welfare reform policies, and children who were already of school-age at this point in time. The states were also interested in focusing on outcomes for school-age children, where special services, both in and out of school, may need to be used for children experiencing difficulties.

## Description of the Common Core of Constructs

Section 2 of this guidebook presents definitions, rationales, and sample measures for each domain and construct in the common core. We note that in some instances, the states have gone beyond the original core constructs to include measures recommended by Child Trends.

**FIGURE 3.2**

## CORE CONSTRUCTS FOR THE PROJECT ON STATE-LEVEL CHILD OUTCOMES

### TARGET OF WELFARE POLICIES

***INCOME:***
Total income

Sources of income (mother's earnings, father's earnings, child support, AFDC, food stamps, SSI, Foster Care/Adoption)

Stability of income

Financial strain/Material hardship

***EMPLOYMENT:***
Any vs. None

Health benefits through employment

Wages (hourly)

Hours of employment

Stability of employment

Education/Licenses

Hard job skills

Multiple jobs concurrently

*Barriers to employment*

***FAMILY FORMATION:***
Nonmarital birth/Marital birth

Child/Family living arrangements

Marital status, whether married to biological or non-biological father

### OTHER VARIABLES LIKELY TO BE AFFECTED BY STATE POLICIES

***PSYCHOLOGICAL WELL-BEING:***
Maternal depression

***STABILITY AND TURBULENCE:***
Foster care

Stability in child care

Stability in income

# of moves of residence

Change in marital status or cohabitation

Reason child not living with family

***ABSENT PARENT INVOLVEMENT:***
Whether child support provided

Paternity establishment

Frequency of contact with child

***USE OF HEALTH & HUMAN SERVICES:***
Food stamps

Medicaid (awareness, use, eligibility)

Child care subsidy (awareness, use, eligibility)

Access to medical care

***CONSUMPTION:***
% of income spent on child care and rent

### ASPECT OF CHILD'S ENVIRONMENT LIKELY TO BE AFFECTED BY PREVIOUS COLUMNS

***CHILD CARE:***
Type

Extent

Quality (group size, ratio, licensing, parent perception)

Stability

*Child care history for last several years*

***HOME ENVIRONMENT AND PARENTING PRACTICES:***
Child abuse/neglect (Admin Data)

Domestic violence/abusive relationships

Family routines

Aggravation/stress in parenting

*Emotional support and cognitive stimulation provided to child*

### CHILD OUTCOMES

***EDUCATION:***
Engagement in school (Focal Child)

School attendance (All Child)

School performance (All Child)

Suspended/expelled (All Child)

Grades (All Child)

***HEALTH AND SAFETY:***
Hunger/nutrition (Focal Child)

Child health status (Focal Child)

Regular source of care (Focal Child)

Teen childbearing (All Child)

Accidents and injuries (All Child)

***SOCIAL & EMOTIONAL ADJUSTMENT:***
Behavior problems (Focal Child)

Arrests (All Child)

Social competence (Focal Child)

*Constructs in italics*—Only for those states fielding an in-home survey. All Child—All children of the respondent. Focal Child—One child aged 5-12

BEST COPY AVAILABLE

CHAPTER 4

# How is Child Well-Being Studied?

In the previous chapter, we described the first task in evaluating how children are faring under welfare reform: deciding which constructs to measure. The next task is deciding *how* to study child well-being. In doing so, the Project on State-Level Child Outcomes addressed two questions: (1) What methodological approach should be used, and (2) What data collection options should be used? The options weighed and decisions made by the project participants are described in this chapter. Each of the methodological approaches and data collection options has strengths and weaknesses, and these are also presented in this chapter so that users of the guidebook can get a full sense of available options.[8]

In reviewing this chapter, readers should bear in mind that research efforts aimed at understanding child well-being in the context of welfare reform are generally stronger when they employ a combination of approaches and data collection strategies.

## Types of Methodological Approaches

In this section, we describe three types of methodological approaches to studying the effects of welfare reform on child well-being:

- impact studies;
- indicators studies; and
- inferential studies.

As described in Chapter 1, the states in the Project on State-Level Child Outcomes will be using two of these approaches: impact studies and indicators studies. Each approach has its advantages and disadvantages, and there is some overlap between the approaches. In the Project on State-Level Child Outcomes, these approaches are being combined to create a research portfolio which can provide short- and long-term information on children's well-being. For example, program impacts on children can be examined at one point in time, and indicators can be used to follow the well-being of children in the state over a longer period of time. As with any research design and data collection effort, it is important to weigh the options carefully and to assess, on multiple occasions, the quality of the data being gathered.

### Impact Studies

Impact studies are experimental studies in which people are randomly assigned to either a treatment group or a control group. Members of the treatment group are exposed to a particular program or policy. Members of the control group are not exposed to that program or policy. They may be exposed to a contrasting program, or receive no program services or have no program requirements. *Impacts*, the measures of the effects of a policy or program, are assessed by contrasting outcomes for those in the treatment group with those in the control group.

An *impact* is best studied in the context of an evaluation study that involves random assignment of participants to a treatment or control group. Thus, for example, in the Project on State-Level Child Outcomes, welfare recipients were randomly assigned to treatment groups that incorporated the state welfare reform policy provisions that had been approved through the waivers process. In general, follow-up surveys will be conducted two or three years after the groups have been randomly assigned.

---

[8] Note that the descriptions of methodologies and the data collection options presented here were tailored specifically for those who are interested in evaluating the effects of welfare reform on children.

The primary strength of an impact study is that it enables researchers to make *causal attributions*. A statistically significant difference on a particular outcome can be attributed to the fact that a respondent was in either the treatment or control group. Random assignment assures researchers that the individuals who end up in the treatment and control group did not differ prior to their experience of the program or policy, thus ruling out alternative explanations for the impact.

Impact studies, do, however, have limitations.

- Impact studies are costly and take a relatively long time to complete.
- Impacts findings cannot necessarily be generalized beyond the kinds of families or individuals included in the study. For example, in the case of a welfare reform program evaluation, impacts findings can only pertain to the group that showed up and applied to participate in the program. The findings will not generalize to those who never appeared at the office to apply for the program or who did not qualify for the evaluation.
- A program must be implemented according to its plan in order to relate impacts findings to the program. Thus, researchers can only attribute impacts to features of the program when they know with certainty that the program was implemented with a high degree of fidelity.
- Finally, there may be reluctance to prevent the exposure of families in a control group to a program or policy that already has a known and positive track record (or to continue to expose families in the control group to a program or policy that appears fraught with problems). This can create ethical as well as practical challenges.

Despite these limitations, treatment-control group studies constitute the "gold standard" of evaluation in that they permit researchers to reach causal conclusions regarding the impacts of welfare reform on children and adults.

### Indicators Studies

Another vital methodological approach employed in the Project on State-Level Child Outcomes is the use of indicator studies. An *indicator* is defined as a measure of a behavior, condition, or status that can be tracked over time, across people, and/or across geographic units.[9] Economic indicators, for example, help us understand the overall strength of the nation's economy and the relative strength of various population groups and economic sectors. Similarly, social indicators or indicators of child and family well-being help us understand the overall status of children and families and the relative strengths of families from different backgrounds or in different regions of a state or the nation.

Whereas impact studies provide a point-in-time estimate of child well-being, indicators can give policy makers and researchers a tool for examining trends over time. It is important to note that the same measures (e.g., poverty, or being behind a grade in school) used in an impact study can also be used in an indicator study. The crucial distinction is the design of the study, specifically whether it derives from a random assignment experimental impact study or represents descriptive indicator data collected on a representative sample of the entire population of interest.

Brown and Corbett describe five policy-relevant uses for social indicators:[10]

- **Description:** As descriptors, indicators produce knowledge and can be adopted for policy-related purposes. An example of an indicator as a descriptor is the number of children living in female-headed households.
- **Monitoring:** Indicators can also be used for monitoring purposes related to social action. In this capacity, they can be used to identify needs and plan programs. An example of an indicator used for monitoring purposes is an annual child poverty estimate for school districts, used to determine how Title I funds should be distributed.
- **Goals-setting:** Indicators can also be used to track progress toward specific goals. The goals can be broad and general, or quite specific. Examples of goals that can be tracked through indicators include the educational goals developed as part of the Goals 2000: Educate America Act (e.g., all children in America will start school ready to learn), and the Public Health Service's Healthy People 2000 health promotion and disease prevention goals and objectives (e.g., achieve access to preventive services for all Americans; increase to at least 75 percent the proportion of primary care providers who screen for alcohol and other drug use problems and provide counseling and referral as needed).
- **Outcomes-based accountability:** Indicators are used for accountability purposes when they track progress toward goals with consequences attached to them. An example includes states' accountability to the Federal government under the current welfare reform law for specific results, such as having a certain percentage of all families engaged in work at least 20 hours per week for each fiscal year. States can have their family assistance grants reduced for the next year by up to 5 percent for failing to meet the work participation rates for a particular fiscal year.
- **Evaluation:** Indicators can be used for evaluation, though great caution is necessary since causal conclusions cannot be drawn based on indicator data. When conducting evaluations, researchers are attempting to determine scientifically whether policies are effective or destructive and why. To evaluate programs, researchers are advised to use one of several other methodologies, such as an experimental method (see section on impacts), a quasi-experimental method (see section on inferential studies), or others (see section on inferential studies).

Indicators data have several strengths.

- They can present a picture of how children are faring over time. (In contrast, impact studies generally capture outcomes at one point or relatively few points in time.) Cornelius Hogan, the Secretary of the Vermont Agency of Human Services, said that indicators are important if not essential because they can "tell you where you've been, where you are, and can guide you to where you need to be."[11] In addition, when policy changes occur quickly or in multiple areas, indicators may serve as the only source of information on the direction of changes for children. Indicators data can also complement the data collected from impact studies of welfare reform by placing results in the context of broader social and economic trends. For instance, indicators used in the context of welfare reform studies can track trends in entry into the welfare system. If new policies are intended to discourage entry into the welfare system, indicators data can be used to assess whether fewer entries are actually occurring.

- Data can be collected on all children in a state, not just a sample of children. In this capacity, indicators can help states understand how they are doing in comparison to other states or countries and provide an impetus for change. Well-constructed indicators collected over time can also build budgetary, community, business, and political support.[12] However, since well-being is determined by many factors, states should be very cautious about using indicators to assess accountability (for example, to hold state public health officials solely responsible for trends in adolescent childbearing).

As with any measure, there are also challenges involved in developing a data system that includes indicators of child well-being.

- First, careful attention must be paid to the *selection* of a meaningful set of indicators that are appropriate in a welfare reform context.
- Second, political challenges may affect the successful use of indicators to inform policy. For example, political pressures and partisan considerations may lead to the inappropriate use of indicators.[13]
- Third, existing data systems may need to be linked together, or new data may need to be collected in order to create the desired set of indicators.
- Fourth, indicators, unlike impacts, cannot demonstrate causality. For instance, one cannot conclude with certainty that changes in indicators of child well-being are caused by a particular program or policy.
- Finally, there are also issues of measurement quality and of training the users of indicators.[14] Measures should assess the concepts that they were intended to assess (validity), and measure the same thing over time and equivalently for different subgroups (reliability). With regard to training, it is also important that users of indicators (including policy makers and service providers) are given sufficient training to use them correctly.

### Inferential Studies

Another methodological approach, although not one being used by the Project on State-Level Child Outcomes, is the use of inferential studies. Inferential studies go beyond indicators studies in that they attempt to assess causality, but they fall short of the requirements of an impact study in that they do not randomly assign participants to experimental and control groups. Like indicators studies, inferential studies are often concerned with being able to generalize the results beyond the study sample. Thus, an important feature of these studies is selecting an unbiased or representative sample. Examples of inferential studies include:

- correlational studies, in which one assesses whether there is a statistically significant relationship between two or more variables;
- multivariate studies, in which one is examining the simultaneous relationship between three or more variables; and
- quasi-experimental studies, in which one is estimating program or treatment effects based on either a non-randomly assigned comparison group, or by collecting data pre- and post-treatment.[15]

Inferential studies have several strengths, including:

- They are typically less expensive to conduct than impact studies, though this may depend on the size of the sample and the mode of data collection that is used.
- Results are usually available in a shorter period of time than in impact studies.
- Quasi-experimental design studies provide an approximation to experimental design studies without some of the practical and ethical challenges.[16]

The chief limitation of inferential studies is that they cannot provide definitive evidence regarding causality. For example, with quasi-experimental designs, there is the risk that the comparison group is biased in some way. Accordingly, there is the risk that results from inferential studies will be misused and conclusions will be made that the design cannot support.

In sum, each approach to measurement—impacts, indicators and inferential studies—has strengths and limitations which need to be weighed when decisions are made regarding the design of a study. Using a combination of approaches, as has been done in the Project on State-Level Child Outcomes, is perhaps the most optimal.

## Data Collection Options

We turn now from the issue of the *design* of a study to assess how welfare policies affect children, to the issue of the *mode* through which data will be collected. As states consider how to assess the implications of welfare reform for families and children, there are multiple data collection options available to them. Although each data collection option has strengths and weaknesses, different options can be combined to optimize the quality and utility of the data that are collected.

Seven data collection options may be appropriate for states that are evaluating the effects of welfare reform on children. As with the choices for study design, each mode of data collection has strengths and weaknesses. These include:

- administrative records;
- telephone surveys;
- teacher surveys;
- in-home surveys;
- direct child assessments;
- self-administered questionnaires; and
- in-home observational studies.

Each option is discussed below.

### Administrative records

There are two features of administrative records that make them a useful source of data.

- Administrative records are available through a wide variety of sources, and are often the first option that is considered in an evaluation precisely because they are so readily available.
- Administrative records often describe benefits or services that individuals have received or participated in, such as programs or funding for child care. Data are often available for an

entire state, city or county population, and (if common identifiers are available) can be linked to survey data.

However, administrative records have several weaknesses.

- Administrative data often do not provide detailed information on *why* people need services, such as information about disabilities.
- Administrative data bases do not have detailed child outcome measures in areas such as behavior problems or nutrition because they are collected for purposes other than to track child well-being. Compared to the information about a particular individual collected in surveys, a large amount of information will not be available for each individual in administrative data bases.
- It is often difficult to change a system to collect new data because it necessitates state-wide changes such as new forms and computer programs
- Missing data are common, and data quality is variable.
- Administrative data are generally available for those who received a benefit or service, but not for others. Yet information about those who did not receive a service or benefit may be important to the research.

**Telephone surveys**

Telephone surveys have several advantages.

- Surveys provide a richer source of data than administrative records with the potential to collect more information about each respondent. Interviewers can also probe respondents when they give incomplete or ambiguous responses, they can answer respondents' questions, and they can follow complex skip patterns, particularly if they are using Computer-Assisted Telephone Interviewing or CATI.
- They are often less expensive to field than other modes of data collection, such as in-home surveys.
- Higher response rates are achieved through telephone surveys than other types of data collection, such as mail surveys.

But telephone surveys also have several weaknesses.

- The questions and the response categories administered by telephone need to be kept simple, and interviewers cannot use any visual aids on the phone, such as exhibit cards that display a list of choices or response categories.
- When interviews are conducted by phone, rather than in person, it is easier for respondents to break off an interview, or to refuse to participate at the outset.
- Telephone interviewers cannot rate the home environment, interactions between parents and children, or the surrounding neighborhood, and they cannot complete child assessments.
- Telephone surveys can be biased because some lower-income families do not have their own telephones and/or have higher phone disconnection rates. It is possible to reach these families and thus correct for the potential bias, but interviewers need to go in person to households, increasing the cost of the survey.

- For some respondents, there might be issues of privacy or confidentiality because responses can be overheard by others in the home.

### Teacher surveys

Collecting data from teachers has several advantages.

- Teachers may be less subjective or more experienced raters of children's behavior than parents and may provide an important source of comparative data. They see a child's behavior or school progress relative to that of many other children. When combined with parent data, teacher surveys can help researchers construct a more comprehensive profile of children.
- Teachers observe children's behavior in school, a critical setting for child development.
- Teacher surveys can provide data on some outcomes that are directly relevant to policy makers, such as social competence, behavior problems in school, and school climate. This information is not available through school administrative records or through parent interviews.
- Teacher surveys are also less expensive than conducting in-person interviews because they are typically mailed to teachers or conducted over the telephone.

On the other hand, teacher surveys might be more challenging to field and have some disadvantages.

- Parental permission to collect data is necessary, and the name and address of the school must be obtained. This information might be difficult to obtain if a survey with the parent is not also being conducted.
- Teacher surveys are also restricted to school-aged children enrolled in school. Thus, information cannot be obtained on youth who drop out of school, those children or adolescents who are in special treatment facilities, or children who have not yet started school or a formal child care setting, such as preschool, Head Start, or a child care center. It might also be difficult to collect data from teachers when children are living apart from their parents, if parents are the primary respondents in a survey.
- Teachers generally rate children's behavior and academic progress in relation to other children in that particular school. As a result, ratings reflect not only the child's behavior, but the norm for that school. Children's behavior and academic progress are also subject to variation in resources available to schools.
- Teachers see how children behave in one setting. While school is an important setting, it is still only one setting in which children develop. Teachers cannot report on behaviors in the home or report on behaviors in an unstructured setting. For example, teachers may be more sensitive to children who display behaviors that are disruptive to their classroom than to children who are depressed, or who may be quiet and withdrawn.
- Direct child assessments of outcomes such as academic achievement or health may be collected by teachers, but are more challenging because of time and logistical constraints.

### In-home surveys

Although in-home surveys are often the most expensive mode of data collection, they also have many strengths.

- It is usually easier to get respondents to participate in an in-home survey than in a telephone survey because trust and rapport can be built with respondents. In addition, it is often easier to persuade a reluctant individual to participate in a survey or complete the survey when there is face-to-face contact between interviewers and respondents.
- Data can be collected using multiple methods when in the home. These include direct child assessments, self-administered questionnaires, and interviewer observations of the home environment and the neighborhood.
- Interviewers can probe, answer questions, and follow complex instructions and skip patterns in a questionnaire.
- In-person interviews can last longer than telephone interviews given the rapport that is developed between the respondent and the interviewer, and the multiple procedures that can be completed in the home (e.g., some time allocated to direct interviewing, some time allocated to a self-administered questionnaire, some to child assessments). While an in-home interview can be terminated by the respondent (as is noted usually in informed consent forms), it is rare that this occurs.

However, in-home surveys have several weaknesses in addition to cost.

- For some respondents, there might be issues of privacy or confidentiality, particularly for sensitive topics such as domestic violence, because responses can be overheard by others in the home. These issue have been addressed through the use of headsets and self-administered questionnaires, but investigators should remain alert and sensitive to these potential problems.
- Appointments sometimes need to be scheduled in advance, which can be challenging, particularly when it is necessary for a parent and child to be home at the same time (e.g., to do home observations or direct child assessments).
- Interviewers also need to be well-trained to handle any type of home environment that they might encounter.
- There may be concerns about particular neighborhoods as places for interviewers to go from a safety point of view.

**Direct child assessments**

These are standardized measures administered by trained interviewers, generally to assess child well-being and development. Examples include standardized achievement tests or assessments of school readiness, such as the Woodcock-Johnson-Revised Achievement Battery; assessments of cognitive development, such as the Bayley Scales of Infant Development; assessments of language production and comprehension, such as the Illinois Test of Psycholinguistic Abilities; and assessments of social competence such as the Social Skills Rating System.

Direct child assessments have several strengths.

- Child assessments often allow comparisons of children in a research sample to national samples of children.
- Direct assessments involve safeguards against bias that may arise, for example, when a mother reports about a child's adjustment. Interviewers are carefully trained to eliminate evaluative comments or biasing behaviors during tests, and the assessments themselves are usually evaluated from the point of view of potential racial bias or response biases.

- Direct child assessments are also useful because consistent data often cannot be obtained from other sources, such as school districts. For instance, different school districts use different standardized tests, the timing of testing varies across school districts, and there are confidentiality issues with school districts about releasing data.

Nevertheless, assessments also have several weaknesses.

- Standardized tests are often expensive to purchase, and the training of interviewers is more intensive if using survey interviewers.
- Interviewers need to be monitored initially and on a periodic basis to assure the correct administration of test procedures.
- The interviewers do not always have optimal testing conditions, such as a quiet place or a table in a home setting.
- While they are generally evaluated for possible biases, some widely-used assessments are still being scrutinized for racial bias.
- The assessment may not have been tested or normed on the subpopulation of interest (e.g., poor children) and therefore may have unknown psychometric properties for this population. Also, the assessment might not be available in languages as other than English.

### Self-administered questionnaires

A self-administered questionnaire, or SAQ, is a questionnaire that is completed privately by a respondent. It can be completed by mail or in the home (either on paper or on a computer), and can be completed by adults as well as children and teens. SAQs have several strengths.

- They provide privacy for the respondent and thus enable a researcher to ask more sensitive questions.
- If the respondent completes the SAQ while the interviewer does other tasks such as assessments with the child, more data can be collected in the same total amount of time in the household.

But SAQs, like other modes of data collection, also have limitations.

- For those SAQ's that require reading, the reading level of a respondent or a language barrier might pose a problem in completing the questionnaire. The SAQ can then be administered as an interview. However, interviewers need to be prepared to detect such problems quickly and alter the mode of administration. If they do alter the mode, they need to take special steps to protect respondent privacy to sensitive questions.
- The interviewer cannot monitor or review the respondent's understanding of the individual questions, or how well he or she adheres to the skip patterns in the questionnaire.
- Using SAQs necessitates a very simple questionnaire design, though Computer-Assisted Personal Interviewing (CAPI) is one way to make it easier for respondents to follow complicated skip patterns in a questionnaire.

### In-home observations

In-home observations are direct observations by interviewers of structured or unstructured interactions, typically involving mothers and children. They are often videotaped. They are generally used to collect data on pathway variables, such as parenting styles, and child outcomes, such as children's language development. In-home observations have several strengths.

- They allow researchers to collect information that parents and interviewers may not adequately summarize verbally, such as how a parent teaches her child a new idea, or for which there may not be survey tools.
- A videotaped interaction can be coded repeatedly for many different constructs beyond those that were originally intended, for example, how children respond to their parent's teaching them a new idea.
- Coders of videotapes can be "blind" to the research group that the family is in, which eliminates possible bias.
- Although some families might be on their best behavior when they know that they are going to be observed or filmed, researchers using this methodology still find meaningful variability in behaviors.

Of course, in-home observations also have several trade-offs.

- It is expensive to field these types of studies, and to code the videotapes or train the observers.
- The sample size might also have to be smaller because of the costs involved.
- Interviewers need special training to carry out the procedures.

## Conclusion

In the Project on State-Level Child Outcomes, the states and evaluators chose to combine four of these options including the use of administrative records, telephone surveys, in-home surveys, and self-administered questionnaires. Each option has strengths and weakness.

Administrative records data are generally low in cost but are usually not very rich in detail and not very broad with regard to constructs because they are collected for program monitoring purposes. They do, however, have the *potential* to be more extensive in terms of the child data that can be collected. In addition, they can be more expensive if several different data bases are being integrated, if new data bases are being developed, and if one is maintaining a high quality and complete administrative data base. The cost might also be low initially, but if researchers must spend time processing the data, the cost increases.

Telephone and teacher surveys and self-administered questionnaires are also usually low in cost relative to some of the other data collection strategies, and have medium to high levels of detail and breadth. Self-administered questionnaires are less expensive when they are mailed to respondents. Costs increase when they are completed in-person and/or when they are completed using computer-assisted technology. In-home surveys are more expensive than these options, but provide a greater level of depth and breadth of child data. Finally, in-home observational studies pose the greatest cost, but also provide the richest child data.

There is no single best data collection strategy. Ideally, combining strategies is the preferred approach, although this is not always feasible. Evaluators can consider possible tradeoffs such as reducing the sample size in order to collect in-home data. Other options include collecting more in-depth information on a subset of the sample. At any rate, evaluators need to take into consideration the goals of the study, what data are already available, the additional data needs of their study, and their financial resources when selecting the appropriate data collection strategy or strategies.

## SECTION 2

# THE COMMON CORE OF CONSTRUCTS: RATIONALES AND SAMPLE QUESTIONS

BEST COPY AVAILABLE

In the pages that follow, we describe the domains and common core of constructs agreed upon by the participants in the Project on State-Level Child Outcomes. For each domain (i.e., a broad substantive topical area like "income"), we provide:

- definitions for the constructs (i.e., sub-topics) within that domain;
- a brief rationale for why a particular domain and/or construct would be important to study in the context of a welfare reform evaluation;* and
- sample measures for each construct (i.e., illustrative items that provide a concrete way to assess a construct). In some cases, the full set of items that measure a construct is included. In other cases, only selected items are provided. Portions of the survey used in the Florida evaluation are available in Appendix A. The Florida survey is a slight modification of the surveys used in Minnesota and Iowa. A list of surveys and other sources from which these sample measures were drawn and a brief description of each of the surveys appear in Appendix C. The full set of measures recommended for each construct is available, upon request, in a companion document. This document also includes measures for constructs that were determined by project participants to be optional rather than agreed-upon common core constructs.**

While the following selection of domains and constructs is extensive, it is not meant to be exhaustive. The domains and constructs were chosen based on the specific interests and expertise of the project participants, and they were intended to be relevant to the assessment of a wide range of policies and programs. However, users of this guidebook may want to add or subtract domains from those outlined here. They may want to expand or elaborate on specific constructs. We strongly encourage users to modify or tailor the set of topics we have included here so that it is most relevant to the set of policies or program features being evaluated.

---

* Longer rationales with more extensive references are available in the document *Rationales for the Common Core of Constructs: Prepared for the Second National Level Meeting of the Planned Phase* (February 27-28, 1999). Washington, DC: Child Trends.

** *Measures for the Final Common Core of Constructs*. Washington, DC: Child Trends.

**RATIONALE**

# Income

The primary goal of welfare reform is to move people off welfare and into jobs. The federal government provided the states with a number of policy guidelines for achieving this goal, including giving states the option of altering the size of benefits as well as imposing time limits on how long a family could receive benefits. These policies are likely to affect the stability, source or amount of income of families on welfare. The income of welfare recipients could increase or decrease depending on the direction of state policies:

- Increased income disregards (the amount that you can earn before your welfare benefit is decreased) may increase family income.
- Greater emphasis on employment may mean a greater percentage of income comes from work rather than welfare.
- Sanctions (financial penalties for not following program rules) may decrease family income.
- The unsteady nature of low-skill employment may lead to greater instability in income.

There are many ways in which parents' income may affect the achievements, health, and behavior of children.[17] For example:

- Increased income may allow the parent to purchase better quality child care, food, health care, and educational resources.
- More money provides an opportunity for families to live in safer neighborhoods.
- Declining or unstable income may increase parental stress levels and decrease the resources available for the child.[18]
- Declining or unstable income may make it difficult to pay the rent, which may, in turn, lead a family to move or double-up with other families.
- Continual uncertainty in resources may lead children in low-income homes to experience more instability in both their daily lives (e.g. in their child care arrangements) as well as over time (e.g., moving from neighborhood to neighborhood over short periods of time). (See discussion of Stability and Turbulence, p. 40)

In evaluating the impact of welfare reform on children, it is important for researchers to assess absolute levels of income as well as to find out whether various types of income are falling, rising, or staying the same as a result of the policy changes.

## SAMPLE ITEMS (Sources for items are noted in parentheses.)

### *Total Income (Milwaukee Survey, Modified)*

Now think about your household's total income during 1997. Again, include income from welfare, other public assistance, food stamps, child support, money from your child(ren)'s other parent, earnings from formal jobs, and earnings from odd jobs, side jobs, under-the-table jobs, and other activities.

What was the total income of all members of your household—including yourself—and from all sources before taxes and deductions?

### *Sources of Income: Mother's Earnings (Iowa Questionnaire)*

How much are your weekly or monthly earnings before taxes and other deductions? Please include tips, bonuses, commissions, and regular overtime pay you may have received. ($___, per day, per week, once every two weeks, twice a month, per month, per year)

In (LAST MONTH), did you have any income from odd jobs, side jobs, under-the-table jobs, or any other activities? Do not include income from gifts, child support, lottery winnings, and things like that. (Yes, No)

### *Sources of Income: Father's Earnings (Limited Benefit Plan Survey, Modified)*

The next question is about money earned by all of your household members from jobs or a family business. Please include full- and part-time jobs as well as any odd jobs, work done off the books or on the side, or income from other activities and please be sure to include yourself, (your spouse/partner), and any other persons living with you.

Last month, that is in (LAST MONTH), what were your total household earnings from jobs or a family business before taxes and other deductions?

### *Sources of Income: Child Support (Minnesota Family Investment Program Questionnaire)*

In (PRIOR MONTH), did you or anyone else in your household receive any income from child support payments?
Did you receive child support payments?
During (PRIOR MONTH), how much did you receive from child support?
Did anyone else in your household receive child support payments?
During (PRIOR MONTH) how much did all of the other people in your household receive from child support?

### *Sources of Income: Government Assistance (Indiana Survey, Modified)*

Now I'd like to ask you some questions about sources of income and support. In (LAST MONTH), have you, (your spouse), your (child/children), (or any other member of your household) received any of the following types of government assistance:
AFDC/(NAME OF CASH ASSISTANCE PROGRAM)/cash assistance?
Food stamps?
SSI?
Foster care or adoption assistance?

Who received (TYPE OF ASSISTANCE) last month? (Respondent, spouse, kids, other members of household)?
How much did you/your spouse/your child/children receive last month?
How much did other members of your household receive, in total, last month?

### *Stability of Income*

To measure stability in income, we recommend creating this measure from administrative records data such as earnings from UI records, AFDC and food stamp payments.

### *Financial Strain/Material Hardship (Selected items from the Material Hardship Scale; Minnesota Family Investment Program Survey)*

Please tell me how much do you agree or disagree with each of the following statements: (strongly agree; somewhat agree; somewhat disagree; strongly disagree)

a. My financial situation is better than it's been in a long time.
b. I worry about having enough money in the future.

# Employment

Welfare reform seeks to make parental employment, rather than public support, the chief source of a family's income. States are pursuing the goal of increasing parental employment largely through stricter work requirements, which could have the following effects:

- Stricter work requirements may lead to higher rates of employment.
- Work requirements may lead more parents to take jobs they might otherwise have turned down, perhaps leading to an increase in jobs characterized by shift work or irregular hours.
- Work requirements may result in more ill-prepared individuals entering the labor force, who may be unable to retain jobs for a substantial period of time.

There are many ways in which parental employment* might affect children.[19] On the one hand, a job may reduce the time available to care for young children, monitor the activities and behavior of older children, and carry out household responsibilities. Having a job may also increase a mother's stress. On the other hand, working and increased income may increase a family's financial security, a mother's self-esteem, and a community's respect for her efforts.

Among the ways that a parent's employment could affect children are the following:

- It could lead a parent to establish or strengthen daily routines that could protect a child from negative influences and lead to better school performance.
- If children see their parent(s) succeeding at work, it may lead to an increase in children's hopes and aspirations for the future.
- Parents who fail to get a job or get fired from a job may become depressed, which could affect a child in a variety of negative ways (see the discussion of Maternal Psychological Well-Being, p.36);
- Steady employment could allow parents to find stable, high-quality child care which could affect a child in a variety of positive ways (see the discussion of Child Care p.46).
- A parent with irregular or nontraditional work hours may have to place a child in a poor quality child care situation, or use unstable and frequently-changing child care arrangements, which could threaten a child's development and safety.

Children's activities and time use are very likely to be affected by changes in maternal employment. For example, younger children are likely to experience an increase in nonparental child care. The extent and quality of child care in turn have the potential to affect children's develop-ment. Older children may also experience changes in their activities, with possibilities including increased nonparental care (for example, in after-school programs), self-care, and increased responsibilities for the care of younger siblings and for household tasks. These responsibilities could have positive or negative implications for older children's development.

Researchers have also found that the type of job a parent has can affect how parents interact with and teach their children. For example, jobs that are repetitive, unstimulating, and that offer little opportunity for self-direction may be associated with child-rearing values that emphasize obedience to adults. By contrast, when jobs involve greater variety, stimulation, and self-direction, parents are more likely to use strategies of reasoning in disciplining their children, and to expect self-direction from their children in their behavior. When a parent's job is more stimulating, a parent's interactions with his/her child may, in turn, be more interesting and varied and thus create a more intellectually stimulating environment.[20] Therefore, the kinds of jobs that welfare recipients get are likely to affect the way the recipients act as parents, and in that way affect the children's development.

---

* We refer to parental employment, but note that most adults on welfare are mothers.

## SAMPLE ITEMS

**(Sources for items are noted in parentheses.)**

### *Any vs. None (Minnesota Family Investment Program Questionnaire)*

The next questions are about all paid jobs you've had, including paid baby-sitting or housekeeping jobs or any other jobs you have had since (Random Assignment).

Since (Random Assignment), have you worked for pay at all? Are you currently working for pay?

### *Health Benefits Through Employment (Minnesota Family Investment Program Questionnaire)*

Does your employer offer any of the following benefits to you?

A. Sick day, with full pay?
B. Dental benefits?

Does your employer offer you a health plan or medical insurance?

### *Hourly Wages (Iowa Questionnaire)*

What is your hourly rate of pay, before taxes and deductions?

### *Hours of Employment (Iowa Questionnaire)*

How many hours do you usually work in an average week?

### *Stability of Employment (Iowa Questionnaire)*

When did you start working for (EMPLOYER)? When did you stop working for (EMPLOYER)?

### *Education/Licenses (National Evaluation of Welfare-to-Work Strategies; Minnesota Family Investment Program Questionnaire)*

These next questions are about different kinds of schools you may have attended, and about different licenses or certificates you might have.

Do you have.....
...a trade license? When did you receive it?
...a GED certificate? When did you receive it?
...a high school diploma? When did you receive it?

Do you have any college or university degrees?
Which one? (Associate's degree, Bachelor's degree, Master's degree, Other degree)
(For each degree...) When did you receive it?

Since (Random Assignment), have you earned any credits toward an associate's or a bachelor's degree?

### *Hard Job Skills (Panel Study of Income Dynamics)*

1. How much formal education is required these days to get a job like yours?
2. Is it (also) necessary to have some work experience or special training to get a job like yours?
3. On a job like yours, how long would it take the average new person to become fully trained and qualified?

### *Multiple Jobs Concurrently (Minnesota Family Investment Program Questionnaire)*

How many jobs do you currently have? Please count each employer as a separate job.

### *Barriers to Employment (National Evaluation of Welfare-to-Work Strategies 5-Year Survey)*

Some women find that some of the people who are important to them don't want them to work. Some of these women have said people such as their husbands or boyfriends, friends, or other family members did things that made it difficult to find or keep a job.

1. Since (Random Assignment), has it been difficult for you to find or keep a job because someone tried to discourage you from finding a job or going to work?
   Who made it difficult? (Your current or former spouse, boyfriend, or girlfriend?; Your friend(s)?; Your parent or stepparent?; Your children?; Other family member?; Someone else?)
2. Since (Random Assignment), has it been difficult for you to find or keep a job because someone refused to help you, or went back on promises to help you, with child care, transportation, or housework?
   Who made it difficult? (Your current or former spouse, boyfriend, or girlfriend?; Your friend(s)?; Your parent or stepparent?; Your children?; Other family member?; Someone else?)
3. Since (Random Assignment), has anyone prevented you from finding a job or going to work? Who was that? (Your current or former spouse, boyfriend, or girlfriend?; Your friend(s)?; Your parent or stepparent?; Your children?; Other family member?; Someone else?)

# Family Formation and Dissolution

Discouraging childbearing outside of marriage is an explicit goal of welfare reform. Welfare reform encourages states to enact policies that will discourage teen pregnancies as well as nonmarital pregnancies among all women of childbearing age. It also requires states to be more active in pursuing child support from absent fathers.[21]

Depending on state policies, welfare reform could affect family formation and dissolution in several ways:

- Research shows reduced fertility among employed mothers. Welfare reform provisions that increase employment, such as work requirements, time limits, and sanctions may therefore reduce childbearing among welfare recipients who obtain employment.
- Family cap policies may also discourage further childbearing.
- Stronger child support enforcement may discourage parenthood outside of marriage.
- TANF requires that teen parents live with their own parents in order to receive benefits, when they might otherwise have moved out on their own.

In turn, changes in family formation and dissolution could affect children in several ways:

- Smaller families may enhance child development by increasing the amount of a parent's time available to each child in a family.
- Two-parent families may have higher incomes; they may also have greater resources to monitor their children and establish routines.
- High conflict marriages/unions may undermine children's development.
- Living with a grandparent may be supportive for parents and children.
- Doubled-up households may be crowded and increase the risk of abuse or violence.

Reducing nonmarital births is an explicit goal of welfare reform, and reducing divorce may be an unintended effect of welfare reform. Therefore, it is important to collect information on family formation and dissolution. Research has shown that parents' separation or divorce can negatively affect a child's development, resulting in emotional distress,[22] declines in school achievement, and increases in problem behaviors in school.[23] In addition, living in a single-parent household also can have negative effects that are not entirely explained by differences in income. For example, children in single-parent households are more likely to have problems in school and to become teen or single parents.[24]

On the other hand, if new policies encourage families that otherwise would have broken up to stay together, there could be negative effects on children. Research has also shown that when children grow up with married parents whose relationships are characterized by a high level of conflict, they are subject to many of the same disadvantages as children who grow up in single-parent families.[25] Incentives that lead adults to stay in high-conflict relationships may not result in benefits to children. In the case of married-couple families, it is also important to measure levels of marital conflict.

## SAMPLE ITEMS

***Nonmarital Birth/Marital Birth** (Child Trends)*

Have you had a baby/fathered a baby since (Random Assignment)?
If yes, were you married to the father/mother of your child when the child was born? Or,
Have you married the father/mother of your child since the child was born?

***Child/Family Living Arrangements** (Limited Benefit Plan Survey, Milwaukee Survey)*

Have you been homeless and living on the street at any time in the past year, that is since (MONTH, LAST YEAR)?

During the time you were homeless and living on the street, how often were your children with you? Would you say... all of the time, most of the time, some of the time, or none of the time?

Have you lived in a homeless shelter, emergency shelter, or a domestic violence shelter at any time in the past year, that is since (MONTH, LAST YEAR)?

During the time you were living in shelters, how often were your children living with you? Would you say all of the time, most of the time, some of the time, or none of the time?

*(New Hope Survey)*

Since (Random Assignment), did you set up your own household, so you wouldn't have to share a place with family or friends? How many times since (Random Assignment)?

*(National Evaluation of Welfare-to-Work Strategies Descriptive Study Survey)*

Since (Random Assignment), have there been any times lasting a month or more when (CHILD) did not live with you?
Altogether, how many months did (CHILD) live somewhere else?
Since (Random Assignment), which months did (CHILD) live somewhere else?

When (CHILD) was not living with you for a month or more, did he/she ever spend time living (with his/her mother/father; with his/her grandparents; with his/her aunt/uncle; with other relatives; in foster care; in a group home; any other place?)

Why was (CHILD) living in this/these other arrangement(s)?

***Marital Status** (National Evaluation of Welfare-to-Work Strategies 5-Year Survey)*

Have you ever been married?

In (PRIOR MONTH), were you: married and living with your (husband/wife); Separated or living apart from your (husband/wife); Divorced; or Widowed?

In (PRIOR MONTH), were you living as a couple with a boyfriend/girlfriend or partner?

***Whether Married to Biological or Non-Biological Father** (Iowa Questionnaire)*

Were you married to (CHILD's) biological father when he/she was born?
Does (CHILD's) biological father currently live in your household?
What is his current relationship to you?

**RATIONALE**

# Mother's Psychological Well-Being

Depression is defined as a negative mood state so extreme that it interferes with daily functioning and productive activity. In general, the highest rates of depression are found among people with low incomes, women, parents with young children, young adults, unmarried people, the poorly educated, and the unemployed.[26] Not surprisingly, then, single mothers on AFDC with young children have been found to have high levels of depressive symptoms. Researchers have found significant levels of depression in samples of low income mothers,[27] AFDC recipients,[28] and AFDC recipients who had given birth as teens.[29]

One study in the state of Washington found that a sample of mothers on public assistance had higher levels of depression than other groups. In addition, longer stays on welfare were associated with more depression. However, women in the study who were enrolled in school or a training program, and those with jobs, were less likely to be depressed.[30] Other studies have also found that employed women tend to have better psychological health than women who are not employed.[31]

It is not clear whether state welfare reform policies will increase or decrease levels of maternal depression, have no effect at all, or have differing effects at different points in time (e.g., in relation to whether or not the family has reached a time limit). There appear to be two basic ways in which welfare reform may affect depression:

- Working in low paying, unstimulating jobs, reaching a time limit, failing to locate steady employment, or receiving sanctions may increase depression.
- Becoming self-sufficient may put mothers into a more positive state of mind and therefore decrease the symptoms of depression.

Depression can interfere with day-to-day activities, including parenting.[32] It has been found to be associated with parenting that is more harsh, hostile, and less emotionally supportive of the child.[33] This, in turn, has significant implications for children. Specifically, children of depressed parents:

- have higher levels of both externalizing (e.g., aggressive) and internalizing (e.g., anxious, depressed) behavior problems;
- lack social skills and have trouble with academic achievement; and
- are in poorer physical health.[34]

Given the potential impacts that welfare reform could have on maternal depression, and the resulting effects this increase or decrease in depression could have on child development, it is important to include measures of maternal depression in evaluations of welfare reform.

## SAMPLE ITEMS

***Depressive Symptoms (20-item Center for Epidemiologic Studies-Depression Scale 39)***

The following questions are asked to find out how you have felt about yourself and your life during the past week. There are no right or wrong answers.

Please circle the number that best describes how often you felt or behaved this way for each statement—during the past week. The numbers have the following meanings:

1. means rarely or none of the time, that is, less than one day this past week;
2. means some or a little of the time, that is, one to two days this past week;
3. means occasionally or a moderate amount of time, that is, three to four days, and
4. means most or all of the time, that is, five to seven days.

I was bothered by things that usually don't bother me.
I did not feel like eating; my appetite was poor.
I felt that I could not shake off the blues even with help from my family or friends.
I felt that I was just as good as other people.
I had trouble keeping my mind on what I was doing.
I felt depressed.
I felt that everything I did was an effort.
I felt hopeful about the future.
I thought my life had been a failure.
I felt fearful.
My sleep was restless.
I was happy.
I talked less than usual.
I felt lonely.
People were unfriendly.
I enjoyed life.
I had crying spells.
I felt sad.
I felt that people disliked me.
I could not get going.

## Absent Parent Involvement

During the debate over welfare reform, much attention was given to the role that absent fathers do or do not play in the lives of their children. Welfare reform policies addressed this concern in the context of paternity establishment and the enforcement of child support collection. The aim is to increase the participation of absent parents — usually fathers — in their children's lives, primarily by requiring mothers to establish paternity in order to receive benefits, and then pursuing fathers who are not fulfilling their child support obligations. These provisions could affect the lives of children in a variety of ways:

- Enforcement of child support and paternity establishment may increase contact between nonresident parents and their children.
- Requiring fathers to acknowledge their paternity and pay for child support may lead the father to have feelings of anger and resentment toward both the mother and the child.
- Enforcement of formal child support payments may affect the nonresident parent's provision of informal support, (i.e., providing money directly to the mother instead of passing it through the state, or providing non-cash support such as gifts, clothing, or food).

The changed nature of father involvement could also influence child development in more than one way:

- Increased involvement by absent parents in the form of child support might have positive implications for children's well-being, particularly in terms of cognitive development, better academic achievement, and fewer behavioral problems;[36]
- Increased stress and conflict between parents due to child support enforcement may have a detrimental effect on children's well-being. Children may observe and respond to conflict between their parents, and the quality of their relationships with either or both parents may be affected unfavorably.[37]

For these reasons, it is important that evaluations of welfare reform examine the effect that increased state interest in absent parent involvement has on the provision of both informal and formal child support, as well as the impact that support requirements have on the child's relationships with both parents.

## SAMPLE ITEMS

**Whether Child Support Provided** **(National Evaluation of Welfare-to-Work Strategies Child Outcomes Evaluation Descriptive Study Survey; Minnesota Family Investment Program Questionnaire)**

Is (CHILD) covered by a child support order?

During the past 12 months, did you or (CHILD) receive any money from his/her father for child support through the child support office or child support enforcement agency?

Is cash paid directly from the father to help with expenses for (CHILD)?

During the past 12 months, has (CHILD)'s father given you money for (CHILD) regularly, so that you could count on almost always getting the money? Please do not include money paid through the welfare office.

**Paternity Establishment** **(Minnesota Family Investment Program Questionnaire)**

Were you married to (CHILD)'s father when he/she was born?

If no, have papers been filed with a court or legal agency that establish (CHILD)'s father as his/her legal father?

**Frequency of Contact with Child** **(National Evaluation of Welfare-to-Work Strategies Child Outcomes Evaluation 2-Year survey)**

In the past 12 months, about how often has (CHILD) seen his/her biological father? (Almost every day, 2-5 times per week, about once a week, 1-3 times per month, 2-11 times in the past 12 months, once in the past 12 months, 0 times in the past 12 months)

***(Panel Study of Income Dynamics Child Supplement)***

During the past 12 months, about how often did (CHILD) talk on the telephone or receive a letter from his/her biological father? Would you say...about once a year, several times a year, one to three times a month, about once a week, or several times a week?

RATIONALE

# Stability and Turbulence

Turbulence involves the experience of multiple changes in life circumstances that disrupt the important routines of a child's life. Turbulence for children may emerge from the effects of welfare reform on:

- changes in family structure and living arrangements;
- changes in residence;
- changes in schools and/or child care arrangements; and
- fluctuations in family income.

Welfare policies could increase either stability or turbulence in family life. Some programs include support services that may reduce turbulence, and steady parental employment may lead to a more stable environment for children. Yet other welfare provisions may lead to a greater degree of turbulence. Examples of how welfare reform might increase or decrease turbulence in a family's life include:

- Parents who are sanctioned may be unable to pay rent and end up moving in with friends or relatives or changing residences frequently.
- Parents who get jobs may use child care assistance to put their children in stable, long-term child care situations.
- Work requirements could result in a job which requires "off-hours" or shift work, leading parents to rely on many different child care arrangements.
- Work requirements may lead parents to get a steady job with a stable income.

Researchers have linked turbulence in children's lives to some of the behaviors that policy makers hope that welfare reform will reduce. Obtaining data on various types of turbulence in the lives of children may provide an early indicator of changes that either support or undermine children's development.

**Frequent changes in living arrangements and family structure.** Researchers have found that the number of changes in family structure or living arrangements during childhood was associated with the probability of a woman having a premarital birth before she was 18 years old.[38] Turbulence resulting from changes in family situations is also linked to doing poorly in school, which can affect a child's ability to get a job in the future.[39]

**Frequent moves during childhood.** The frequency of moves during childhood has been found to be related to children's success in a number of ways. For example, the more moves a child makes, the more likely the child is to do poorly in school,[40] the more likely the child is to repeat a grade and have behavioral problems,[41] and the less likely he or she is to complete high school and college.[42]

One researcher found that the number of moves during childhood helped predict whether or not a 15-to 19-year-old girl has had premarital sex. This remained true even when the researcher took other factors into account, such as whether the girl's family was intact, how religious the family was, the race of the girl, and the sexual attitudes and behaviors of the girl's friends and peers.[43]

**Frequent changes in child care arrangements.** Turbulence in child care may occur because a parent changes arrangements, or because of a high turnover of caretakers within a single child care setting. Children who experience a greater number of changes in child care arrangements have been shown to engage in less complex forms of play[44] and to have more problems in school as first graders.[45] Researchers have found that children in centers with higher annual teacher turnover rates spent less time engaged in social activities and more time wandering aimlessly.[46] A greater number of changes in the primary caregiver in a day care setting has been found to be associated with a greater occurrence of aggressive behavior.[47]

**Income instability.** Associations have been found between fluctuations in family income levels and outcomes for children. Such fluctuations create uncertainty about resources. Families may overspend when income is at higher levels, which may compound the difficulty of getting by on income that is low overall. One researcher found that fluctuations in income increased the likelihood of a woman giving birth outside of marriage regardless of level of income. He also found that a decrease in income could be worse than just having low income in the first place.[48] Fluctuations in income were also found to be associated with lower reading scores, lower math scores, and a greater number of reported behavior problems among children 7 to 12 years old.[49]

**School changes.** Moving often requires a child to change schools. Most of the studies that examine the link between moving and child outcomes do not include measures of whether or not the child changed schools. However, there is some research that looks at school change in relation to child outcomes. The existing evidence indicates that even the "normal" transition from elementary school to junior high school can have negative implications for a child's self-esteem and grades.[50] The possibility exists that a transition that involves an improvement in school environment would be associated with improved child outcomes.[51]

## SAMPLE ITEMS

### *Stability in Child Care*

See Stability in CHILD CARE on page 47.

### *Stability in Income*

To measure stability in income, we recommend creating this measure from administrative records data such as earnings from UI records, AFDC and food stamp payments.

### *Number of Moves of Residence (New Hope Survey)*

Did you move (since random assignment/since specific time frame)?
How many times did you move (since random assignment/since specific time frame)?

### *Number of School Changes (National Survey of America's Families)*

How many times did (CHILD) change schools in the past (insert number) years? (None, 1 time, or 2 or more times?)

### *Change in Cohabitation (New Hope Survey)*

Did you start living with a partner (since random assignment/since specific time frame)?
How many times did you start living with a partner (since random assignment/since specific time frame?)

Did you stop living with a partner (since random assignment/since specific time frame)?
How many times did you stop living with a partner (since random assignment/since specific time frame)?

### *Change in Marital Status (Iowa Questionnaire)*

What is your current marital status? (Single, never married; married; separated; divorced; or widowed)

During what month and year were you (married/separated/divorced/widowed?)

Have there been any other changes in your marital status since (random assignment date?)

During what months(s) and year(s) did you experience a change in your marital status? How has it changed?

### *Why Child Not Living with Family (National Evaluation of Welfare-to-Work Strategies Child Outcomes Evaluation Descriptive Study Survey)*

1. Have there been any times lasting a month or more when (CHILD) did not live with you?
2. When (CHILD) was not living with you for a month or more, did he/she ever spend time living (with his/her mother; with his/her grandparents; with his/her aunt/uncle; with other relatives; in foster care; in a group home; any other place)?
3. Why was (CHILD) living in this/these other arrangements? (Court or agency removed child from home/foster care; child has been adopted; child is visiting relatives; other parent has primary custody of the child; child is in juvenile detention/jail; child is institutionalized or in a residential program; lives with relative in a better area; mother in residential program—children not allowed; mother cannot care for child; other)

### *Foster Care*

See sample items under section entitled *Why child not living with family.*

**RATIONALE**

# Consumption

Welfare reform is likely to affect how much income a family receives, as well as how a family spends the money it has. Depending on a family's individual situation and state policies, family income may rise or fall as a result of welfare policies. For example:

- Increased income from higher income disregards—the amount of income a family is allowed to earn before their welfare benefits are reduced—may decrease the percentage of income needed for housing and food, making more money available for other purposes.
- Sanctions may reduce income, making it more difficult for a family to pay the rent or meet other basic needs.
- Net family income could decline when a parent becomes employed and faces expenses related to child care, health insurance, or unsubsidized rent. Again, this could result in fewer resources available to meet basic needs.

Two measures of consumption are suggested for possible inclusion in evaluations of welfare reform and children: the percentage of income spent on child care and the percentage of income spent on rent.

- Changes in the quality and stability of child care settings can affect a child's development both positively and negatively (see the discussion of Child Care, p.46). The percentage of income spent on child care may be related to the quality of that care.
- Housing is often a family's single largest expenditure. The greater the percentage of income a family spends on housing, the less that is available for other uses. Housing affordability is measured by the percentage of income that a family spends on housing, and the percentage may change as a result of changes in a family's welfare status or income. Families with affordability problems are at risk of having to move, of needing to double up with another family, or of becoming homeless. They are also more likely to be experiencing high levels of stress. These changes have implications for children's well-being (see the discussion of Stability and Turbulence, p.40).

## SAMPLE ITEMS

***Percent of Income Spent on Rent (New Hope Evaluation Survey)***

Altogether, in (PRIOR MONTH), what did your household spend on housing? Include rent or mortgage, and, if applicable, home insurance and property taxes.

$__________

Did that housing expenditure in (PRIOR MONTH) include any utilities, such as gas, heat, or electricity?

***Percent of Income Spent on Child Care (Minnesota Family Investment Program Questionnaire)***

How much do you or your household usually pay out per week for child care when you are working, whether you are paid back or not?

## RATIONALE

# Use of Health and Human Services

As parents on welfare have contact with caseworkers and program administrators, they may learn about other benefits and services for which they are eligible. Some states' welfare policies and practices include extensive case management with the goal of identifying families' service needs and improving their access to needed services, particularly if, in doing so, mothers become more able to leave welfare for employment. Such benefits include child care subsidies and Medicaid (including "transitional" child care and "transitional" Medicaid for up to 12-24 months after mothers earn their way off welfare), and food stamps.

In addition to supporting mothers' transition from welfare to work, these benefits are likely to assist children directly in the following ways:

- Food Stamps may allow the family to buy additional and more nutritious food, thus contributing to children's health and development.
- Quality child care benefits children's health, educational, and socioemotional development (see discussion of Child Care, p. 46), though subsidies do not necessarily buy high quality child care.
- Medicaid can help parents get appropriate medical care for their children, therefore improving children's health.

## SAMPLE ITEMS

**Food Stamps *(Indiana Survey, Modified)***

Now I'd like to ask you some questions about sources of income and support. In (LAST MONTH), have you, (your spouse), your (child/children), (or any other member of your household) received food stamps?

Who received food stamps last month? (Respondent, spouse, kids, other members of household)
How much did you/your spouse/your child/children receive last month?
How much did other members of your household receive, in total, last month?

**Medicaid *(Use, Eligibility, Awareness)***
***(Minnesota Family Investment Program Questionnaire; Iowa Core Questionnaire)***

The next few questions are about health insurance.

Do you (your spouse), or your (child/children) under age 18 and living with you currently have any of the following types of health insurance?
Medicaid?
Who in your family is covered by Medicaid?
How many of your children under age 18 and living with you are covered by Medicaid?

Since (Random Assignment), has there been any time when you had no health insurance, either from a private health plan or HMO, Medicaid or Medicare?

Were you ever informed by (NAME OF WELFARE PROGRAM) that Medicaid coverage is available for a limited time to families who leave (NAME OF WELFARE PROGRAM) and become employed?

**Access to Medical Care (Minnesota Family Investment Program Questionnaire; Iowa Questionnaire)**

The next few questions are about health insurance.

Do you (your spouse), or your (child/children) under age 18 and living with you currently have any of the following types of health insurance?

Medicaid? Medicare? A private health plan or health insurance or an HMO?

Who in your family is covered by Medicaid? Medicare? A private health plan or health insurance or an HMO?

How many of your children under age 18 and living with you are covered by Medicaid? Medicare? A private health plan or health insurance or an HMO?

**(Survey of Income and Program Participation)**

In the past 12 months, has there been a time when your household...

Had someone who needed to see a doctor or go to the hospital but couldn't go?

Had someone who needed to see a dentist but couldn't go?

**(National Evaluation of Welfare-to-Work Strategies 5-Year Survey)**

Is there a particular clinic, health center, doctor's office, or other place where CHILD is usually taken if he/she is sick, not including accidents?

Is that particular place a hospital emergency room or some other place?

Is there a particular clinic, health center, doctor's office, or other place where CHILD is usually taken for routine care, such as getting check-ups or shots?

How long has it been since CHILD last saw a dentist or dental hygienist for dental care?
(Less than one year, at least one year, but less than two years, at least two years, but less than three years, three years or more, never seen a dentist or dental hygienist for routine care)

About how long has it been since CHILD last saw a medical doctor or other health professional for a check-up, shots, or other routine care?
(Less than one year, at least one year, but less than two years; at least two years, but less than three years; three years or more, never seen a doctor for routine care)

**Child Care Subsidy (Use, Eligibility, Awareness) (Iowa Questionnaire)**

I'm going to read a list of people or programs who may pay for or subsidize child care costs, and I'd like you to tell me if any of these people or programs currently pay for or subsidize some or all of your child care costs. (Family member or relative; a friend, an employer, a discount or scholarship program from a child care provider; WELFARE PROGRAM; another government program, some other program)

How many of your children are covered by the child care payments from (NAME OF WELFARE PROGRAM)/ that government program?

Were you ever informed by (NAME OF WELFARE PROGRAM) that state-funded child care assistance is available for a limited time to families who leave (NAME OF WELFARE PROGRAM) and become employed?

**RATIONALE**

# Child Care

Child care is typically defined as any child care arrangement that does not involve one of the child's parents. Types of child care include child care centers, family day care homes, care by a relative or other caregiver in or out of the parent's home, Head Start and other preschool programs, and before or after school care. Once a child is school-age, the notion of child care is expanded to include extra-curricular lessons, regular activities, and self-care.

If welfare reform succeeds at moving more welfare recipients into jobs, it will lead to an increased demand for child care. In a study of the JOBS program, researchers found that child care use by participants increased substantially soon after enrollment for those with mandatory work, job training or education requirements.[52] Welfare reform could be related to the use of child care in several ways:

- Increased work participation could lead to increased use of child care.
- Increased child care subsidies and transitional benefits could lead to increased use of child care and use of child care over long periods.
- Reliable child care could contribute to sustained employment, while unreliable child care could result in a mother being unable to keep a job.
- Increased demand for child care could lead to increased use of unregulated care.

The use of child care by welfare recipients is likely to affect children's development. Depending on the quality of care, child care could either enhance or compromise children's cognitive and socio-emotional development.[53] While high quality child care can enhance the development of children of all income levels, it may have the greatest influence on poor children's development. Children from low-income families appear to reap the greatest benefits from high-quality child care in terms of improved reading and math skills and in their ability to relate to others.[54]

In the past, researchers have found that children of the working poor are likely to receive the lowest quality child care. This happens when families earn too much to qualify for subsidies available to poorer families, but not enough to afford higher quality care.[55] As a result, in evaluating the impact of welfare reform on children, it is important to find out what happens to low income children whose families do not receive subsidies and what happens to children when their families leave welfare and join the working poor.

Welfare reform policies likely have complex effects on families' use of child care. Child care, in turn, has potentially complicated and possibly profound effects on children and mothers. For these reasons, it is important to include fairly detailed questions about child care in evaluations of welfare reform.

## SAMPLE ITEMS

***Type** (National Evaluation of Welfare-to-Work Strategies 5-Year Survey)*

Here is a list of different kinds of arrangements that parents use to care for their children. Please look at the list and tell me which arrangements you have used for (CHILD) at least once a week for the past four weeks. (Examples include: child cares for himself/herself; Respondent's partner; child's other biological parent; child's sibling/half sibling; child's other relative; family day care; Head Start; summer day care)

***Extent** (National Evaluation of Welfare-to-Work Strategies 5-Year Survey)*

During the last full week from Monday to Sunday, how many hours did (CHILD) spend altogether in (all of) the care arrangement(s) you mentioned?

### *Quality*

**Group size, ratio of children to adults** ***(National Evaluation of Welfare-to-Work Strategies 5-Year Survey)***

Is there more than one group or room of children in that arrangement?

How many children are usually cared for in (CHILD)'s group, including (CHILD)?

What is the usual number of people caring for your child and the other children in (CHILD)'s group in that arrangement?

**Licensing** ***(National Evaluation of Welfare-to-Work Strategies 5-Year Survey)***

As far as you know, is your primary child care provider licensed or regulated by the state?

**Parent perception** ***(Emlen Oregon Child Care Research Partnership Quality of Care Subscale)***

(never, sometimes, often, always)

1. (CHILD) feels safe and secure in child care.
2. (CHILD) gets lots of individual attention.
3. (CHILD)'s child care provider is open to new information and learning.

### *Stability*

This information can be collected using a child care calendar. See CHILD CARE HISTORY.

### *Child care history*

We recommend that these data be collected using a child care calendar. Below are instructions to a calendar that is being used in the Minnesota Family Investment Program Questionnaire:

Now I'd like to make a calendar showing the history of (CHILD)'s child care since (Random Assignment). On this calendar, the months go across the top and the bottom and the years go down the left and right sides. For each month since (Random Assignment), I'd like to know the child care arrangements you used for (CHILD). If you did not use an arrangement that month, please let me know. Also, please remember to include only those arrangements you reported using since (Random Assignment) for a month or more.

RATIONALE

# Home Environment and Parenting Practices

The home environment is an important influence on child development. However, it has been understudied in the context of welfare reform. The home environment is likely to be affected by welfare reform's effects on parents. Welfare reform policies could affect parenting through their influence on:

- employment;
- maternal depression; and
- stability and turbulence.

In turn, child development could be affected through changes in parenting and family environment (see discussions of Employment, p.31, Mother's Psychological Well-being, p.36, Stability and Turbulence, p. 40). Four aspects of the home environment which are likely to be affected by welfare reform are:

- family routines;
- emotional support and cognitive stimulation provided to children;
- aggravation/stress in parenting; and
- domestic violence and child abuse and neglect.

**Family routines.** When a welfare recipient starts a job, there are almost certainly accompanying changes in a family's daily schedule and routines. New routines could be formed and old routines may need to be adjusted to a new schedule.[56] This, in turn, could have implications for child outcomes. For example, children may benefit from a firmly established routine for bedtime, meal time, and other daily events.[57] Alternatively, the home environment may become more disorganized and less routinized as a result of increased stress or because employment (and child care) occur sporadically or at varying hours.[58]

**Emotional support and cognitive stimulation.** The receipt of both stimulation and support from the home environment is necessary to children's well-being. Parents can contribute to their children's cognitive development both directly, through interactions with the child, and indirectly, through the structuring of children's experiences.[59]

A number of studies have used the Home Observation for Measurement of the Environment (HOME) scale to examine the quality of the home environment (including both cognitive stimulation and emotional supportiveness) for its importance for children's development. Studies have demonstrated that the HOME predicts children's outcomes, even among low-income families.[60] For example, in one study, scores on the HOME predicted reading, language, and mathematics scores in first grade.[61]

**Aggravation/stress in parenting.** Changes in a family's life as a result of changing welfare policies can increase or decrease a parent's level of stress, which may in turn affect his/her parenting. Increased stress could lead to more impatient, more aggravated parenting practices. For example, the need to balance work with child care arrangements and family life could lead a parent to show more frustration to his/her children. Greater parenting aggravation is associated with poorer child outcomes. Alternatively, if parents have positive experiences outside the family this could make them less frustrated and aggravated with parenting.

**Domestic violence and child abuse and neglect.** As states try to move welfare recipients into jobs, it is important to understand what factors contribute to getting and maintaining jobs. There is a growing concern among policy makers about the influence that family, friends, and partners can have on a woman's perceptions of the barriers to employment. There is growing evidence that women on welfare are more likely than other women to be victims of domestic violence,[62] as well as evidence linking low income and family violence.[63] Both physical and emotional abuse could make it more difficult for women to get and keep jobs.[64]

Researchers report that witnessing domestic violence can traumatize a child as well as lead to future behavior problems and delinquency.[65] Children in homes where domestic violence is happening between adults are also much more likely to be battered themselves. Seventy-five percent of battered women report that their children are abused as well.[66] In addition to causing immediate harm to children, abuse also affects a child's social and emotional development. Researchers have found that children assaulted by parents were more violent toward brothers, sisters, parents and persons outside the family. They were also more likely to have adjustment difficulties at school, to be involved in property crime and to be involved with the police.[67]

## SAMPLE ITEMS

***Emotional Support and Cognitive Stimulation Provided to Child** (Selected items from the Home Observation for Measurement of the Environment-Short Form)**

About how many books does your child have? (None, 1 or 2, 3 to 9, 10 or more)

About how often do you read stories to your child? (Never, several times a year, several times a month, about once a week, at least 3 times a week, every day)

Is there a musical instrument (for example, piano, drum, guitar, etc.) that your child can use here at home? (Yes, No)

How often has any family member taken or arranged to take your child to any type of museum (children's, scientific, art, historical, etc.) within the past year? (Never, once or twice, several times, about once a month, about once a week or more often)?

About how often does your whole family get together with relatives or friends? (Once a year or less, a few times a year, about once a month, two or three times a month, about once a week or more)

Interviewer ratings:

(Mother/guardian) encouraged child to contribute to the conversation (Yes, No, Not observed)
(Mother/guardian)'s voice conveyed positive feeling about this child (Yes, No, Not observed)
Interior of the home is dark or perceptually monotonous. (Yes, No, Not observed)
All visible rooms of the house/apartment are minimally cluttered (Yes, No, Not observed)

---

* In addition to mother-report survey items, the HOME-Short Form requires a visit to the home so that the interviewer can rate the home environment as well as mother-child interactions.

### Family Routines *(Selected items from the Family Routines Scale from the Early Head Start study)*

"I'm going to read some statements and I'd like you to tell me if your family does these things every day, three to five days per week, one or two days per week, or never.

a. At least some of your family eats breakfast at a regular time.
b. Your child(ren) go(es) to bed at a regular time, that is, generally around the same time at night.

### Parental Monitoring of Child Activities *(NICHD Methods Project) (This was not an original core construct, but all states are including these items in their surveys)*

How often do you know who child is with when he/she is away from home and not in school? (Almost never, sometimes, often, almost always, or always?)

How often do you know where child is when he/she is away from home and not in school? (Almost never, sometimes, often, almost always, or always?)

How often do you know if child arrived back home when he/she was supposed to? (Almost never, sometimes, often, almost always, or always?)

How often do you know whether child has finished any homework? (Almost never, sometimes, often, almost always, or always?)

### Aggravation/Stress in Parenting *(Selected items from the National Evaluation of Welfare-to-Work Strategies Aggravation in Parenting Scale)*

Please tell me how much during the past month have you....
(all of the time, most of the time, some of the time, none of the time)

Felt you are giving up more of your life to meet your child's needs than you ever expected?
Felt angry with your child?
Felt your child is much harder to care for than most?

### Child Abuse

These are sensitive issues to raise with parents. However, some surveys have included items such as the ones below to measure incidences of child abuse.

#### *(The Parent-Child Conflict Tactics Scale-Revised)*

Children often do things that are wrong, disobey, or make their parents angry. We would like to know what you or your partner have done when your CHILD did something wrong or made you or your partner upset or angry. I am going to read a list of things you or partner might have done in the past year and I would like you to tell me whether the two of you have done it once in the past year, done it twice in the past year, 3-5 times, 6-10 times, 11-20 times, or more than 20 times in the past year. If you haven't done it in the past year but have done it before that, I would like to know this too.

Explained why something was wrong.
Told him/her to stop (or start) doing something.
Put him/her in "time out" or sent to his/her room.
Shook him/her.
Hit him/her on the bottom with something like a paddle, brush or belt.
Gave him/her something else to do.
Shouted, yelled, or screamed at him/her.
Hit him/her with a fist or kicked him/her hard.
Swore or cursed at him/her.
Spanked him/her on the bottom with your bare hand.
Choked him/her.

Beat him/her up, that is you hit him/her over and over as hard as you could.
Said you would send the child away or kick him/her out of the house.
Burned or scalded him/her on purpose.
Threatened to spank or hit him/her.
Hit him/her with a stick, belt, or bat on some other part of the body besides the bottom.
Slapped him/her on the hand, arm, or leg.
Took away privileges or grounded him/her.
Pinched him/her.
Threatened him/her with a knife or gun.
Threw or knocked him/her down.
Called him/her names, such as dumb, ugly, or useless.
Slapped him/her on the face or head or ears.

### Child Neglect *(Parent-Child Conflict Tactics Scale - Revised)*

Sometimes things can get in the way of caring for your child the way you and your partner would like to: for example, money problems, personal problems, or having a lot to do. Tell me how many time is in the last year the following has happened to you or your partner in trying to care for your child.

Were not able to make sure he/she got the food he/she needed.
Had to leave him/her home alone, when you thought some adult should be with him/her.
Were so drunk or high that you had a problem taking care of him/her.
Were unable to make sure she/he got to a doctor or hospital when he/she needed it.
For a few days when you were with him/her, you were not able to show or tell him/her that you loved him/her.

### Domestic Violence/Abusive Relationships *(National Evaluation of Welfare-to-Work Strategies 5-Year Survey)*

Since (Random Assignment), did anyone ever....

Yell at you all the time, put you down on purpose, or call you names in order to make you feel bad about yourself as a person?
Threaten you with physical harm?
Hit, slap, kick, or otherwise physically harm you?

When this happened was the person or people who did these things your (husband/wife; ex-husband/ex-wife; boyfriend/girlfriend; ex-boyfriend/ex-girlfriend; female/male partner; parent or stepparent; other family member; someone at your job; a stranger; someone else?)

How long ago did the most recent event happen? (Within the past 7 days; a week ago; a month ago; six months ago; a year ago; two years ago; more than 2 years ago)

**RATIONALE**

# Children's Education

There are several ways in which welfare reform might positively affect children's educational progress:

- For young children, participating in high-quality child care settings could help prepare them for school.
- For school-age children, parents who participate in work might establish regular routines for their children, including regular school attendance and nightly homework sessions.
- Many states have specific provisions to insure that teenagers, particularly teen parents, remain in school.
- Some states sanction parents if children are not attending school.
- Increases in family income due to employment or income disregards may allow parents to purchase more educational books and toys, and may allow parents to afford educational family outings.

There are also several ways in which welfare reform could negatively affect children's educational progress:

- It is possible that as parents move into jobs, they will have less time for monitoring their children's behavior both in and out of school.
- If children are placed in poor quality child care settings, it could negatively affect their development.
- Welfare reform could cause families to move more often. An increase in the number of times someone moves during childhood is associated with a decrease in the probability of completing high school and college,[68] with an increase in the probability of repeating a grade and having behavioral problems,[69] and with lower levels of academic achievement.[70] (See the discussion of Stability and Turbulence on page 40).

Education is one of the most critical predictors of children's eventual economic well-being.[71] On a societal level, a more skilled work force is more productive, earns higher wages, and pays more taxes. Well-educated individuals are less likely to experience spells of unemployment or to be economically dependent.

There are several education measures that provide insights into a child's or adolescent's ability to learn, to advance in school, and ultimately to succeed in the labor force. Some of these measures assess a very young child's level of preparedness for school; others measure achievement in school; and still others assess mastery of a curriculum.

Some aspects of education that are important to measure include:

- Children's engagement in school: "behaviors, emotions, and a psychological orientation when doing academic work that reflect commitment, interest, and enjoyment."[72]
- School attendance and grade repetition: how often a child misses school and whether or not a child has been held back a grade.
- Behavior problems in school, such as suspensions and expulsions from school.
- Academic performance (grades in school).

## SAMPLE ITEMS

**Engagement in School** *(Connell School Engagement Scale used in the National Survey of America's Families)*

For each of the following statements, please tell me if you think it is not true, sometimes true, or often true. Would you say (CHILD)....

1. Cares about doing well in school?
2. Only works on schoolwork when forced to?
3. Does just enough schoolwork to get by?
4. Always does homework?

**School Attendance** *(Prospects Survey)*

1. How many days of school did CHILD miss during the past four weeks that school was in session? (None, 1 or 2 days, 3 or 4 days, 5 to 10 days, more than 10 days)
2. How many times was CHILD late for school during the past four weeks that school was in session? (None, 1 or 2 days, 3 or 4 days, 5 to 10 days, more than 10 days)

**School Performance**

Since (Random Assignment), have any of your children received an academic honor or award for his/her schoolwork?

Which child was that?

Since (Random Assignment), has CHILD repeated a grade—including kindergarten—for any reason?

**Suspended/Expelled** *(National Household Education Survey)*

Since (Random Assignment), has your child/have any of your children ever been suspended or expelled from school? (This includes both in-school and out-of-school suspensions).
Which child was that?

**Grades** *(New Hope Survey)*

Based on your knowledge of CHILD's schoolwork, including his/her report cards, how has he/she been doing in school overall? Would you say....

Very well, well, average, below average, or, not well at all?

**RATIONALE**

# Children's Health and Safety

Welfare reform could affect several areas of health and safety in children's lives. Five domains are particularly important to measure when evaluating the impact of welfare reform on children:

- hunger/nutrition;
- children's overall health;
- whether children have access to a regular source of health care;
- accidents and injuries; and
- teen childbearing.

**Hunger/nutrition.** By increasing or decreasing a family's income, changes in welfare policies can affect the amount and type of food available to families. There is some controversy over the extent of hunger among children in the U.S., but there is consensus that children's healthy development depends on a diet containing sufficient nutrients and calories. Serious food deficiencies can have lasting effects on a child's physical and mental health.[73]

Families who do not have enough food may be able to overcome this problem through the use of food banks or soup kitchens. Thus, there may be a change in food sources that is not picked up with measures of consumption. This suggests that evaluators might want to consider an additional question that examines the reliance on charitable organizations to increase the family's food supply.

**Rating of children's health.** Children's health status is an important measure of child well-being. Changes may occur if income declines, if the parent's access to health care changes, or if parents are able to obtain quality health care as a result of being employed. A parent's ability to work may be limited if a child is experiencing physical or mental health problems.

**Regular source of health care.** Having a regular source of health care is related to the quality of children's health, as well as whether children are covered by health insurance.[74] Regular health care also increases the continuity of care, which is associated with more positive health outcomes.

**Accidents and injuries.** If welfare is successful at moving parents into jobs, it is likely that children, as well as parents will spend more time outside the home. If parents do not have reliable child care arrangements, children may be at greater risk for accidents and injuries. Children caring for themselves or for their younger siblings may be at risk, or put the children they are watching at risk. If parents' levels of stress are high, it is possible that they could turn to harsher punishments for children, which, if extreme, could result in injury to a child. Finally, loss of income may force welfare recipients into unsafe housing or neighborhood conditions, while increases in income may enable recipients to move to safer housing.

**Teen Childbearing.** Reducing teen childbearing is a high priority for most states as they implement welfare reform. Welfare policies could have any number of possible effects on teen childbearing. On the one hand, if welfare reform is successful at moving parents into jobs, parents may have less time to monitor their children's activities. On the other hand, increased parental employment may provide teens with a positive role model, leading to increased expectations for achievement and decreased teen childbearing.

Risk factors for teen pregnancy include:

- growing up in a single-parent family;
- living in poverty;
- early behavior problems;
- poor school performance; and
- having parents with low educational attainment.[75]

Poor outcomes for the adolescent parents and their children are only partly due to the early childbearing itself. They also reflect other factors, such as single parenthood, school completion, social and economic circumstances and the role of the fathers.[76] Thus, all of these factors can contribute to positive or negative outcomes for the teen and especially the child. In addition, researchers have found that children born to mothers under the age of 18 are disadvantaged in terms of their home environments, their cognitive development and their academic achievement.[77]

## SAMPLE ITEMS

### *Hunger/Nutrition (U.S. Department of Agriculture Food Security Scale)*

Now I'm going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was *often* true, *sometimes* true, or *never* true for you or the other members of your household in the last 12 months. The first statement is:

The food that we bought just didn't last, and we didn't have money to get more.

We couldn't afford to eat balanced meals.

In the last 12 months since (current month) of last year, did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food? Yes, no, DK or refused

How often did this happen—almost every month, some months but not every month, or in only 1 or 2 months?

In the last 12 months, did you ever eat less than you felt you should because there was not enough money to buy food? Yes, no

In the last 12 months, were you ever hungry but didn't eat because you couldn't afford enough food? Yes, No

***(Minnesota Family Investment Program questionnaire)***

Which of these statements best described the food eaten in (PRIOR MONTH)?

Enough of the kinds of food we want
Enough but not always the kinds of food we want to eat
Sometimes not enough to eat, or
Often not enough to eat?
DON'T KNOW
REFUSED

***Child Health Status** (National Evaluation of Welfare-to-Work Strategies 5-Year Survey)*

Would you say that CHILD's health in general is...... excellent, very good, good, fair, or poor?

***Regular Source of Care** (National Evaluation of Welfare-to-Work Strategies Descriptive Study Survey)*

Is there a particular place, such as a hospital, doctor's office, clinic, or health center that CHILD usually goes to for medical care?

***Teen Childbearing** (National Evaluation of Welfare-to-Work Strategies 5-Year survey)*

Since (random assignment date), has your child/have any of your children had or fathered a baby? Which child was that? How old was that child when his/her baby was born?

***Accidents and Injuries** (National Evaluation of Welfare-to-Work Strategies 5-Year survey)*

Since (random assignment date), has your child/have any of your children had an accident, injury, or poisoning requiring a visit to a hospital emergency room or clinic? Which child was that?

# Children's Social and Emotional Adjustment

Children's social behavior is a reflection of their individual temperaments, interactions with caregivers, experiences in structured (e.g., school) and unstructured environments (e.g., neighborhoods), as well as their past experiences. Welfare reform, through its effects on parenting and children's environments, can potentially influence children's social behavior in two primary domains:

- Behavior problems. These include *internalizing behaviors* (such as being withdrawn, unhappy, or depressed) and *externalizing behaviors* (such as acting out by breaking things, cheating, or being a bully). Other behavior problems include participation in illegal activities, gang membership, school suspension and drug or alcohol abuse. These behaviors are important to track because they are related to negative outcomes later in development.[78] In early childhood, preschool children who are depressed, anxious, or withdrawn are at risk for a difficult adjustment to school.[79] In early adolescence, having been suspended from school is associated with lower literacy scores in later school years.[80]
- Positive behaviors. These are often measured as the absence of negative behaviors, but can also include prosocial behavior (such as sharing, cooperating and helping) and social competence. Children who engage in these behaviors may be at diminished risk for later problems in school and relationships.

Welfare reform could affect behavior problems and positive behaviors in a number of ways:

- Sanctions, time limits, or grant reductions may increase maternal stress or depression. Previous research has shown that maternal depression is related to an increased incidence of behavior problems in children.[81]
- Parents mandated to participate in work or training activities might have enhanced skills and an increased sense of efficacy and self-esteem; such increases could positively affect children's development.
- If a welfare provision affects the family's living arrangements or socioeconomic status, changes in behavior problems may also result. For example, one study found that (for white girls) having a father present was related to fewer behavior problems, but that having a father-figure depart or arrive was related to increased behavior problems.[82]
- Living in neighborhoods with more low-income residents is associated with a higher incidence of children's externalizing behaviors, such as destroying things and throwing temper tantrums.[83]
- If welfare programs decrease maternal depression, improve family economic well-being, and/or contribute to residence in a better neighborhood, behavior problems could diminish.

## SAMPLE ITEMS

**Behavior Problems *(Selected items from the Behavior Problems Index)***

My child..... (Not true, Sometimes true, Often true)

1. Has sudden changes in mood or feelings
2. Feels or complains that no one loves him or her
4. Cheats or tells lies
7. Has difficulty concentrating, cannot pay attention for long
9. Bullies or is cruel or mean to others
10. Is disobedient at home
12. Has trouble getting along with other children
13. Is impulsive, or acts without thinking

***Social Competence* *(Selected items from the Positive Behaviors Scale, Social Competence Subscale)***

Different children have different personalities and different good qualities. Using a scale of "0 to 10" when "0" means "not at all like your child" and "10" means "totally like your child," please tell me how well each statement describes CHILD. You may use any number between 0 and 10 to show how much like your child each description is.

My child:

a. Is warm, loving
b. Tends to give, lend, and share
c. Is helpful and cooperative

***Arrests (National Longitudinal Survey of Youth 1997)***

Has your child/have any of your children every been arrested by the police or taken into custody for an illegal or delinquent offense? Please do not include arrests for minor traffic violations.

Who has been arrested or taken into custody for an illegal or delinquent offense?

# SECTION 3

# APPENDICES

## APPENDIX A

# Excerpts from the Florida Survey

### The Florida Survey

Florida is one of the five states to receive funding from the U.S. Department of Health and Human Services to field its child outcomes survey. This survey reflects the work of the Project on State-Level Child Outcomes and is very similar to those fielded by Minnesota and Iowa. It has two separate questionnaires, one addressing adult outcomes and one addressing child outcomes. The Florida survey is being used to evaluate adult and child outcomes related to Florida's Family Transition Program, which is described below.

This appendix includes sections of the adult survey that relate to children as well as the entire child survey, which incorporates the common core of constructs from the Project on State-Level Child Outcomes. Pound signs (###) before and after sections of the adult survey indicate that material that is not related to child outcomes has been deleted. A copy of the complete Florida survey is available from Manpower Demonstration Research Corporation (MDRC).[*]

MDRC is the evaluator for Florida and the survey is being fielded by Abt Associates. For those respondents who have a child between the ages of 5 and 12, both the adult and the child well-being surveys were conducted by an interviewer in the respondent's home. The more sensitive questions, such as those which ask about domestic violence, were administered using a paper and pencil self-administered questionnaire.

The child survey was fielded between August 1998 and July 1999. A final child impact study report will be available in February of 2000. The survey sample includes 5,430 individuals, 4,808 of whom are single parents. Nearly half of the sample is African-American, and slightly less than half is white. MDRC anticipates that the child outcomes sample will consist of 3,300 families, with 2,300 children ages 5-12 at the time of the survey.

### Florida's Family Transition Program

Florida's welfare reform program, the Family Transition Program (FTP), began under a federal waiver in Alachua and Escambia Counties in February 1994.[**] FTP later became the model for Florida's statewide welfare reform program, Work and Gain Economic Self-Sufficiency (WAGES). FTP's focus is on time-limited receipt of cash benefits together with incentives and services to promote employment and self-sufficiency. Most participants in FTP are limited to 24 months of cash assistance in any 60-month period. Additional components of FTP include "make work pay" provisions such as an earned income disregard and enhanced employment services; enhanced child support enforcement; a requirement that unemployed noncustodial parents participate in employment-related activities; immunization and school attendance requirements; and requirements that parents have regular contact with school personnel through conferences. The control group in the evaluation of the FTP is subject to AFDC rules, including employment and training participation requirements, though it is not subjected to the time limited receipt of cash assistance.

### Special Thanks

Child Trends gratefully acknowledges MDRC and the state of Florida for providing the survey for reproduction in this guidebook.

---

[*] A copy of the entire adult survey can be ordered by calling Greg Hoerz at Manpower Demonstration Research Corporation, 212-340-8670. Child Trends has also produced a codebook with detailed instructions on how to create the "common core" variables using items that appear in the state surveys. This codebook is available by contacting Child Trends' publications department.

[**] The program was discontinued in Alachua County, but was continued in Escambia County, the site of Florida's waiver evaluation and child impact study.

START TIME: ____:____

# Florida Adult Impact Study

**Introduction:**

Hello, my name is _______________. I'm calling from Abt Associates in Amherst, Massachusetts. A week ago we sent you a letter saying that we would be calling to talk to you about your experiences with the Department of Children and Families, which you may also know as the Department of Health and Rehabilitation Services (HRS) in your county. Do you remember receiving this letter?

| | |
|---|---|
| YES (READ INTRO B) | 1 |
| NO (PROBE: We enclosed $1 with the letter. The letter came in a blue envelope. Do you remember receiving the dollar? | 2 |
| YES (READ INTRO "B") | 1 |
| NO (READ INTRO "A") | 2 |
| DK (READ INTRO "A") | 8 |

**INTRO A:**

(**INTERVIEWER:** IF R IS NOT AVAILABLE AND ANSWERING PARTY ASKS WHY WE ARE CALLING, DO NOT SAY WE WANT TO SPEAK WITH R ABOUT RECEIVING AFDC. SAY ONLY THAT WE WANT TO SPEAK WITH R ABOUT RECENT EMPLOYMENT, TRAINING, AND EDUCATIONAL OPPORTUNITIES.)

The letter explained that we're doing a study of AFDC applicants and recipients. The state of Florida has given us your name as someone who has applied for or received AFDC. We'd like to ask you about your experiences with the Department of Children and Families or HRS, and also about your education and employment. Your individual answers will be confidential and your name will not be identified with any answers you give. Also, your interview with me cannot affect your status with any agency now or in the future. I want to thank you in advance for participating.

The interview will take about 35 minutes and after the interview is completed we will send you $15 to help compensate for your time.

First I'd like to confirm that I'm talking with the correct individual. Can you tell me your date of birth? (**INTERVIEWER:** CHECK DATE OF BIRTH ON RIB. IF DOES NOT MATCH, CHECK SSN. IF NO MATCH FOR EITHER DATE OF BIRTH OR SSN, TERMINATE INTERVIEW AND NOTIFY SUPERVISOR.)

Throughout this interview we'll be referring to some specific time periods. You may recall that in (RAD) you were in contact with the HRS or AFDC office. We are interested in learning about your experiences since that time and since (RAD + 2 YEARS).

**INTRO B:**

(**INTERVIEWER:** IF R IS NOT AVAILABLE AND ANSWERING PARTY ASKS WHY WE ARE CALLING, DO NOT SAY WE WANT TO SPEAK WITH R ABOUT RECEIVING AFDC. SAY ONLY THAT WE WANT TO SPEAK WITH R ABOUT RECENT EMPLOYMENT, TRAINING, AND EDUCATIONAL OPPORTUNITIES.)

Good! As we mentioned in the letter, we're doing a study of AFDC applicants and recipients. The state of Florida has given us your name as someone who has applied for or received AFDC. We'd like to ask you about your experiences with the Department of Children and Families, and also about your education and employment. Your individual answers will be confidential and your name will not be identified with any answers you give. Also, your interview with me cannot affect your status with any agency now or in the future. I want to thank you in advance for participating.

The interview will take about 35 minutes and after the interview is completed we will send you $15 to help compensate for your time.

First I'd like to confirm that I'm talking with the correct individual. Can you tell me your date of birth? (**INTERVIEWER:** CHECK DATE OF BIRTH ON RIB. IF DOES NOT MATCH, CHECK SSN. IF NO MATCH FOR EITHER DATE OF BIRTH OR SSN, TERMINATE INTERVIEW AND NOTIFY SUPERVISOR.)

Throughout this interview we'll be referring to some specific time periods. You may recall that in (RAD) you were in contact with the HRS or AFDC office. We are interested in learning about your experiences since that time and since (RAD + 2 YEARS).

###

## SECTION E: MARITAL STATUS, CHILD BEARING, HOUSEHOLD COMPOSITION, AND CHILD CARE

Now I'd like to ask you some questions about your household.

E1. Are you currently...

| | |
|---|---|
| Married and living with your (husband/wife)? | 1 |
| Separated or living apart from your (husband/wife)? | 2 |
| Divorced, or | 3 |
| Widowed? | 4 |
| Never married | 5 |
| REFUSED | 7 |
| DON'T KNOW | 8 |

IF R IS MALE, GO TO E3.

E2. Have you been pregnant since (RAD)?

| | |
|---|---|
| YES | 1 |
| NO (SKIP TO E3) | 2 |
| REFUSED (SKIP TO E3) | 7 |

E2a. Are you currently pregnant?

| | |
|---|---|
| YES | 1 |
| NO | 2 |
| REFUSED | 7 |

E2b. Have you had a baby since (RAD)?

| | |
|---|---|
| YES | 1 |
| NO | 2 |
| REFUSED | 7 |

E3. My next questions are about the people who lived in the same household with you at least two nights a week during (PRIOR MONTH).
Let's start with the names of the people 18 years old and older. Please list all of the adults who lived in the same household with you at least two nights a week during (PRIOR MONTH).

**INTERVIEWER:** IT IS NOT NECESSARY TO GET ACTUAL NAME; AN INITIAL IS SUFFICIENT.
**INTERVIEWER:** IF RESPONDENT SAYS "NONE" ENTER "NONE" FOR PERSON #1's NAME AND GO TO E4.
**INTERVIEWER:** GET NAMES OF ALL ADULTS IN HOUSEHOLD IN E3a, THEN ASK E3b AND E3c FOR EACH.

*(Editor's note: The following grid may be expanded to include more than three household members where applicable.)*

| | | | |
|---|---|---|---|
| E3a NAMES | PERSON #1<br>__________ | PERSON #2<br>__________ | PERSON #3<br>__________ |
| **INTERVIEWER** Does that include everyone 18 years old or older who usually lives here, but may be away from home at this time? | | | |
| E3b What is (NAME's) relationship to you? | SPOUSE 01<br>BOYFRIEND/GIRLFRIEND/ PARTNER 02<br>NATURAL OR ADOPTED CHILD 03<br>STEPCHILD 04<br>GRANDCHILD 05<br>OTHER CUSTODIAL CHILD/ FOSTER CHILD 06<br>MOTHER 07<br>FATHER 08<br>STEPPARENT 09<br>AUNT/UNCLE/GREAT AUNT/GREAT-UNCLE 10<br>GRANDPARENT/GREAT GRANDPARENT 11<br>SIBLING 12<br>NEPHEW/NIECE 13<br>COUSIN 14<br>OTHER RELATIVE OR IN-LAW 15<br>NON-RELATIVE (INCLUDING ROOMER/BOARDER) 16 | SPOUSE 01<br>BOYFRIEND/GIRLFRIEND/ PARTNER 02<br>NATURAL OR ADOPTED CHILD 03<br>STEPCHILD 04<br>GRANDCHILD 05<br>OTHER CUSTODIAL CHILD/ FOSTER CHILD 06<br>MOTHER 07<br>FATHER 08<br>STEPPARENT 09<br>AUNT/UNCLE/GREAT AUNT/GREAT-UNCLE 10<br>GRANDPARENT/GREAT GRANDPARENT 11<br>SIBLING 12<br>NEPHEW/NIECE 13<br>COUSIN 14<br>OTHER RELATIVE OR IN-LAW 15<br>NON-RELATIVE (INCLUDING ROOMER/BOARDER) 16 | SPOUSE 01<br>BOYFRIEND/GIRLFRIEND/ PARTNER 02<br>NATURAL OR ADOPTED CHILD 03<br>STEPCHILD 04<br>GRANDCHILD 05<br>OTHER CUSTODIAL CHILD/ FOSTER CHILD 06<br>MOTHER 07<br>FATHER 08<br>STEPPARENT 09<br>AUNT/UNCLE/GREAT AUNT/GREAT-UNCLE 10<br>GRANDPARENT/GREAT GRANDPARENT 11<br>SIBLING 12<br>NEPHEW/NIECE 13<br>COUSIN 14<br>OTHER RELATIVE OR IN-LAW 15<br>NON-RELATIVE (INCLUDING ROOMER/BOARDER) 16 |
| E3c How old was (NAME) on (his/her) last birthday? | ______ YEARS | ______ YEARS | ______ YEARS |

E4. Now I want to ask you about all of the members of your household who are 17 years of age or younger who you are not responsible for. This may include nieces or nephews who are staying with you temporarily, or children of other adults in the household.

**INTERVIEWER:** GET NAMES OF CHILDREN 17 YEARS OLD AND YOUNGER IN E4a, THEN ASK E4b-c FOR EACH.
IF RESPONDENT SAYS "NONE," ENTER "NONE" FOR PERSON #1's NAME AND GO TO E5.

*(Editor's note: The following grid may be expanded to include more than three children where applicable.)*

| | | | |
|---|---|---|---|
| E4a NAMES | PERSON #1<br>__________ | PERSON #2<br>__________ | PERSON #3<br>__________ |
| E4b What is (NAME's) relationship to you? | GRANDCHILD 05<br>SIBLING 11<br>NEPHEW/NIECE 12<br>COUSIN 13<br>OTHER RELATIVE OR IN-LAW 14<br>NON-RELATIVE (INCLUDING ROOMER/BOARDER) 15 | GRANDCHILD 05<br>SIBLING 11<br>NEPHEW/NIECE 12<br>COUSIN 13<br>OTHER RELATIVE OR IN-LAW 14<br>NON-RELATIVE (INCLUDING ROOMER/BOARDER) 15 | GRANDCHILD 05<br>SIBLING 11<br>NEPHEW/NIECE 12<br>COUSIN 13<br>OTHER RELATIVE OR IN-LAW 14<br>NON-RELATIVE (INCLUDING ROOMER/BOARDER) 15 |
| E4c How old was (NAME) on (his/her) last birthday? | ______ YEARS | ______ YEARS | ______ YEARS |

**INTERVIEWER**: Is there anyone else who lives with you who is 17 or younger who you are not responsible for, who you may not have mentioned?

IF YES, GO TO E4a AND RECORD NAME AND ASK E4b AND E4c. IF NO, GO TO E5.

E5. Next I am going to ask you about all of your biological children, adopted children, or foster children and any other children for whom you are responsible who are 17 years old or younger. Please tell me the names of all of the children you are responsible for, starting with the oldest and working your way down. Please name all of your children, even if they are not living in your household right now.

**INTERVIEWER:** GET NAMES OF ALL OF R'S CHILDREN 17 YEARS OLD AND YOUNGER IN E5a, THEN ASK E5b-E5w FOR EACH.

IF RESPONDENT SAYS "NONE," ENTER "NONE" FOR PERSON #1's NAME AND GO TO SECTION F.

*(Editor's note: Although it is not included in the following items, a question should be added asking the gender of each child listed in the grid. The following grid may be expanded to include more than three children where applicable.)*

| | | | |
|---|---|---|---|
| E5a. NAMES | PERSON #1<br>__________ | PERSON #2<br>__________ | PERSON #3<br>__________ |
| Did we list all of your children and any other children you are responsible for who are 17 years old or younger, including small children, who usually live with you but may be away from home at this time? This would also include any children who are under 17 who you were responsible for, but are now deceased.<br>YES (GO TO E5b) 1<br>NO (REPEAT E5a) 2 | | | |
| E5b. What is (NAME's) relationship to you? | NATURAL OR ADOPTED CHILD 03<br>STEPCHILD 04<br>GRANDCHILD 05<br>OTHER CUSTODIAL CHILD/FOSTER CHILD 06 | NATURAL OR ADOPTED CHILD 03<br>STEPCHILD 04<br>GRANDCHILD 05<br>OTHER CUSTODIAL CHILD/FOSTER CHILD 06 | NATURAL OR ADOPTED CHILD 03<br>STEPCHILD 04<br>GRANDCHILD 05<br>OTHER CUSTODIAL CHILD/FOSTER CHILD 06 |
| E5c. How old was (NAME) on (his/her) last birthday? | _____ YEARS | _____ YEARS | _____ YEARS |
| E5d. What is (NAME)'s date of birth? | ____ / ____ / _____<br>month day year | ____ / ____ / _____<br>month day year | ____ / ____ / _____<br>month day year |
| E5e. Does (NAME) live with you in your household? | YES (GO TO E5h) 1<br>NO 2<br>DECEASED (SKIP TO NEXT CHILD OR GO TO E6 IF NO MORE CHILDREN) 3 | YES (GO TO E5h) 1<br>NO 2<br>DECEASED (SKIP TO NEXT CHILD OR GO TO E6 IF NO MORE CHILDREN) 3 | YES (GO TO E5h) 1<br>NO 2<br>DECEASED (SKIP TO NEXT CHILD OR GO TO E6 IF NO MORE CHILDREN) 3 |
| E5f. Where does (he/she) live? (PROBE: Who has primary responsibility for (him/her) now? | CHILD'S FATHER/MOTHER 1<br>CHILD'S GRANDPARENTS 2<br>CHILD'S AUNT, UNCLE, GREAT-AUNT, OR GREAT-UNCLE 3<br>OTHER RELATIVE OF CHILD (SPECIFY:) __________ 4<br>ADOPTIVE PARENTS 5<br>FOSTER CARE 6<br>GROUP HOME 7<br>OTHER (SPECIFY:) 8<br>__________<br>__________ | CHILD'S FATHER/MOTHER 1<br>CHILD'S GRANDPARENTS 2<br>CHILD'S AUNT, UNCLE, GREAT-AUNT, OR GREAT-UNCLE 3<br>OTHER RELATIVE OF CHILD (SPECIFY:) __________ 4<br>ADOPTIVE PARENTS 5<br>FOSTER CARE 6<br>GROUP HOME 7<br>OTHER (SPECIFY:) 8<br>__________<br>__________ | CHILD'S FATHER/MOTHER 1<br>CHILD'S GRANDPARENTS 2<br>CHILD'S AUNT, UNCLE, GREAT-AUNT, OR GREAT-UNCLE 3<br>OTHER RELATIVE OF CHILD (SPECIFY:) __________ 4<br>ADOPTIVE PARENTS 5<br>FOSTER CARE 6<br>GROUP HOME 7<br>OTHER (SPECIFY:) 8<br>__________<br>__________ |

| | | | |
|---|---|---|---|
| E5a. NAMES | PERSON #1<br>____ | PERSON #2<br>____ | PERSON #3<br>____ |
| E5g. What is the main reason (he/she) does not live with you? | COURT OR AGENCY REMOVED CHILD FROM HOME/FOSTER CARE 1<br>CHILD HAS BEEN ADOPTED 2<br>CHILD IS VISITING RELATIVES 3<br>OTHER PARENT HAS PRIMARY CUSTODY OF THE CHILD 4<br>CHILD IS IN JUVENILE DETENTION/JAIL 5<br>CHILD IS INSTITUTIONALIZED OR IN A RESIDENTIAL PROGRAM (NOT JAIL OR JUVENILE FACILITY) 6<br>LIVES WITH RELATIVE IN A BETTER AREA (BETTER SCHOOL OR OTHER FEATURE) 7<br>LIVES WITH RELATIVE (BECAUSE OF FINANCES) 8<br>R IN RESIDENTIAL PROGRAM—CHILDREN NOT ALLOWED (E.G., JAIL, MILITARY, TRAINING, DETOX) 9<br>OTHER (SPECIFY:) 10<br>____<br>____ | COURT OR AGENCY REMOVED CHILD FROM HOME/FOSTER CARE 1<br>CHILD HAS BEEN ADOPTED 2<br>CHILD IS VISITING RELATIVES 3<br>OTHER PARENT HAS PRIMARY CUSTODY OF THE CHILD 4<br>CHILD IS IN JUVENILE DETENTION/JAIL 5<br>CHILD IS INSTITUTIONALIZED OR IN A RESIDENTIAL PROGRAM (NOT JAIL OR JUVENILE FACILITY) 6<br>LIVES WITH RELATIVE IN A BETTER AREA (BETTER SCHOOL OR OTHER FEATURE) 7<br>LIVES WITH RELATIVE (BECAUSE OF FINANCES) 8<br>R IN RESIDENTIAL PROGRAM—CHILDREN NOT ALLOWED (E.G., JAIL, MILITARY, TRAINING, DETOX) 9<br>OTHER (SPECIFY:) 10<br>____<br>____ | COURT OR AGENCY REMOVED CHILD FROM HOME/FOSTER CARE 1<br>CHILD HAS BEEN ADOPTED 2<br>CHILD IS VISITING RELATIVES 3<br>OTHER PARENT HAS PRIMARY CUSTODY OF THE CHILD 4<br>CHILD IS IN JUVENILE DETENTION/JAIL 5<br>CHILD IS INSTITUTIONALIZED OR IN A RESIDENTIAL PROGRAM (NOT JAIL OR JUVENILE FACILITY) 6<br>LIVES WITH RELATIVE IN A BETTER AREA (BETTER SCHOOL OR OTHER FEATURE) 7<br>LIVES WITH RELATIVE (BECAUSE OF FINANCES) 8<br>R IN RESIDENTIAL PROGRAM—CHILDREN NOT ALLOWED (E.G., JAIL, MILITARY, TRAINING, DETOX) 9<br>OTHER (SPECIFY:) 10<br>____<br>____ |
| E5h. Has anyone besides you regularly taken care of (NAME) at least once a week for the past month or more, like a relative, sitter, child care center, or family day care home? | YES 1<br>NO (SKIP TO E5l) 2<br>REFUSED (SKIP TO E5l) 7<br>DON'T KNOW (SKIP TO E5l) 8 | YES 1<br>NO (SKIP TO E5l) 2<br>REFUSED (SKIP TO E5l) 7<br>DON'T KNOW (SKIP TO E5l) 8 | YES 1<br>NO (SKIP TO E5l) 2<br>REFUSED (SKIP TO E5l) 7<br>DON'T KNOW (SKIP TO E5l) 8 |
| E5i. Who has taken care of (NAME) at least once a week for a month or more?<br>PROBE FOR RELATIONSHIP IF R GIVES NAME OF CARETAKER.<br>PROBE: Anyone else?<br>(CIRCLE ALL THAT APPLY)<br>**INTERVIEWER:** IF MORE THAN ONE ANSWER ASK E5j. IF ONLY ONE ANSWER GO TO E5k | CHILD'S OTHER BIOLOGICAL PARENT 02<br>CHILD'S STEPPARENT/R's SPOUSE/PARTNER 03<br>CHILD'S GRANDPARENT/GREAT-GRANDPARENT 04<br>CHILD'S SIBLING/HALF SIBLING 05<br>CHILD'S OTHER RELATIVE 06<br>BABYSITTER OR NON-RELATIVE IN CHILD'S HOME 07<br>FAMILY DAY CARE OR NON-RELATIVE IN ANOTHER HOME 08<br>PRESCHOOL, NURSERY SCHOOL OR DAY CARE CENTER 09<br>HEAD START 10<br>EXTENDED-DAY, BEFORE/AFTER SCHOOL PROGRAM/LESSONS OR ACTIVITIES/BOYS OR GIRLS CLUB, YMCA OR YWCA 11<br>SUMMER DAY CARE, CAMP, OR SUMMER SCHOOL CLASSES 12<br>OTHER (SPECIFY) 13<br>____ | CHILD'S OTHER BIOLOGICAL PARENT 02<br>CHILD'S STEPPARENT/R's SPOUSE/PARTNER 03<br>CHILD'S GRANDPARENT/GREAT-GRANDPARENT 04<br>CHILD'S SIBLING/HALF SIBLING 05<br>CHILD'S OTHER RELATIVE 06<br>BABYSITTER OR NON-RELATIVE IN CHILD'S HOME 07<br>FAMILY DAY CARE OR NON-RELATIVE IN ANOTHER HOME 08<br>PRESCHOOL, NURSERY SCHOOL OR DAY CARE CENTER 09<br>HEAD START 10<br>EXTENDED-DAY, BEFORE/AFTER SCHOOL PROGRAM/LESSONS OR ACTIVITIES/BOYS OR GIRLS CLUB, YMCA OR YWCA 11<br>SUMMER DAY CARE, CAMP, OR SUMMER SCHOOL CLASSES 12<br>OTHER (SPECIFY) 13<br>____ | CHILD'S OTHER BIOLOGICAL PARENT 02<br>CHILD'S STEPPARENT/R's SPOUSE/PARTNER 03<br>CHILD'S GRANDPARENT/GREAT-GRANDPARENT 04<br>CHILD'S SIBLING/HALF SIBLING 05<br>CHILD'S OTHER RELATIVE 06<br>BABYSITTER OR NON-RELATIVE IN CHILD'S HOME 07<br>FAMILY DAY CARE OR NON-RELATIVE IN ANOTHER HOME 08<br>PRESCHOOL, NURSERY SCHOOL OR DAY CARE CENTER 09<br>HEAD START 10<br>EXTENDED-DAY, BEFORE/AFTER SCHOOL PROGRAM/LESSONS OR ACTIVITIES/BOYS OR GIRLS CLUB, YMCA OR YWCA 11<br>SUMMER DAY CARE, CAMP, OR SUMMER SCHOOL CLASSES 12<br>OTHER (SPECIFY) 13<br>____ |

| E5a | NAMES | PERSON #1<br>__________ | PERSON #2<br>__________ | PERSON #3<br>__________ |
|---|---|---|---|---|
| E5j | Who usually takes care of (NAME) for the most hours? Please exclude time (NAME) spends in school during the regular school day.<br>(CIRCLE ONE) | CHILD'S OTHER BIOLOGICAL PARENT 02<br>CHILD'S STEPPARENT/R's SPOUSE/PARTNER 03<br>CHILD'S GRANDPARENT/GREAT-GRANDPARENT 04<br>CHILD'S SIBLING/HALF SIBLING 05<br>CHILD'S OTHER RELATIVE 06<br>BABYSITTER OR NON-RELATIVE IN CHILD'S HOME 07<br>FAMILY DAY CARE OR NON-RELATIVE IN ANOTHER HOME 08<br>PRESCHOOL, NURSERY SCHOOL OR DAY CARE CENTER 09<br>HEAD START 10<br>EXTENDED-DAY, BEFORE/AFTER SCHOOL PROGRAM/LESSONS OR ACTIVITIES/BOYS OR GIRLS CLUB, YMCA OR YWCA 11<br>SUMMER DAY CARE, CAMP, OR SUMMER SCHOOL CLASSES 12<br>OTHER (SPECIFY) 13<br>__________ | CHILD'S OTHER BIOLOGICAL PARENT 02<br>CHILD'S STEPPARENT/R's SPOUSE/PARTNER 03<br>CHILD'S GRANDPARENT/GREAT-GRANDPARENT 04<br>CHILD'S SIBLING/HALF SIBLING 05<br>CHILD'S OTHER RELATIVE 06<br>BABYSITTER OR NON-RELATIVE IN CHILD'S HOME 07<br>FAMILY DAY CARE OR NON-RELATIVE IN ANOTHER HOME 08<br>PRESCHOOL, NURSERY SCHOOL OR DAY CARE CENTER 09<br>HEAD START 10<br>EXTENDED-DAY, BEFORE/AFTER SCHOOL PROGRAM/LESSONS OR ACTIVITIES/BOYS OR GIRLS CLUB, YMCA OR YWCA 11<br>SUMMER DAY CARE, CAMP, OR SUMMER SCHOOL CLASSES 12<br>OTHER (SPECIFY) 13<br>__________ | CHILD'S OTHER BIOLOGICAL PARENT 02<br>CHILD'S STEPPARENT/R's SPOUSE/PARTNER 03<br>CHILD'S GRANDPARENT/GREAT-GRANDPARENT 04<br>CHILD'S SIBLING/HALF SIBLING 05<br>CHILD'S OTHER RELATIVE 06<br>BABYSITTER OR NON-RELATIVE IN CHILD'S HOME 07<br>FAMILY DAY CARE OR NON-RELATIVE IN ANOTHER HOME 08<br>PRESCHOOL, NURSERY SCHOOL OR DAY CARE CENTER 09<br>HEAD START 10<br>EXTENDED-DAY, BEFORE/AFTER SCHOOL PROGRAM/LESSONS OR ACTIVITIES/BOYS OR GIRLS CLUB, YMCA OR YWCA 11<br>SUMMER DAY CARE, CAMP, OR SUMMER SCHOOL CLASSES 12<br>OTHER (SPECIFY) 13<br>__________ |
| E5k | During a typical week how many hours altogether is (NAME) in child care? (PROBE: Please include time (NAME) spends in all the various child care arrangements (he/she) may have but exclude any time (he/she) spends in school during the regular school day. Your best estimate is fine.) | ______ HOURS | ______ HOURS | ______ HOURS |
| E5l | IF CHILD IS LESS THAN 5 YEARS GO TO NEXT CHILD OR GO TO E6 IF NO MORE CHILDREN<br>About how many hours a week does (NAME) spend without adult supervision? | ______ HOURS | ______ HOURS | ______ HOURS |

E6. How much in total did you pay for child care in (PAST MONTH) for all of your children?

$________ AMOUNT

**INTERVIEWER:** IF R SAYS DID NOT PAY FOR CHILD CARE LAST MONTH, ENTER "0".
**INTERVIEWER:** IF ANSWER IS LESS THAN $100, VERIFY THAT ANSWER IS PER MONTH.

| | |
|---|---|
| DID NOT PAY FOR CHILD CARE | 0 |

**INTERVIEWER:** IF DON'T KNOW, PROBE FOR ESTIMATE: Do you think it was...

| | |
|---|---|
| Less than $100 | 1 |
| $101-250 | 2 |
| $251-300 | 3 |
| $301-750 | 4 |
| $751-800 | 5 |
| More than $800 | 6 |
| REFUSED | 7 |
| DON'T KNOW | 8 |

E7. At any time since (RAD), did you have to quit a job, quit school, a job search, or a training activity because you had problems arranging child care or keeping a child care arrangement?

| | |
|---|---|
| YES | 1 |
| NO | 2 |
| REFUSED | 7 |
| DON'T KNOW | 8 |

E8. At any time since (RAD) did you not take a new job or start a training program because you had problems arranging child care or keeping a child care arrangement?

| | |
|---|---|
| YES | 1 |
| NO | 2 |
| REFUSED | 7 |
| DON'T KNOW | 8 |

E9. Were you ever informed by FTP, HRS or PI that state-funded child care assistance is available for a limited time to families who leave welfare and become employed?

| | |
|---|---|
| YES | 1 |
| NO | 2 |
| REFUSED | 7 |
| DON'T KNOW | 8 |

###

## SECTION F: HOUSING

These questions are in regard to your housing.

**INTERVIEWER:** IF R IS CURRENTLY HOMELESS AND LIVING ON THE STREET (F1=7), CIRCLE "1" IN F14 AND GO TO F15.

F14. Have you been homeless and living on the street at any time in the past year, that is, since (MONTH, LAST YEAR)?

| | |
|---|---|
| YES | 1 |
| NO (GO TO F17) | 2 |
| REFUSED (GO TO F17) | 7 |
| DON'T KNOW (GO TO F17) | 8 |

F15. Approximately how much time have you been homeless and living on the street since (MONTH, LAST YEAR)? (PROBE: Your best estimate is fine.)

_____ DAYS/WEEKS/MONTHS

RECORD NUMBER AND CIRCLE CORRESPONDING TIME PERIOD BELOW:

| | |
|---|---|
| DAYS/NIGHTS | 1 |
| WEEKS | 2 |
| MONTHS | 3 |
| REFUSED | 7 |
| DON'T KNOW | 8 |

F16. During the time you were homeless and living on the street, how often were your children with you? Would you say...

| | |
|---|---|
| All of the time | 1 |
| Most of the time | 2 |
| Some of the time | 3 |
| None of the time | 4 |
| REFUSED | 7 |
| DON'T KNOW | 8 |

**INTERVIEWER:** IF R CURRENTLY LIVES IN A SHELTER (F1=6), CIRCLE "1" IN F17 AND GO TO F18.)

F17. Have you lived in a homeless shelter, emergency shelter, or a domestic violence shelter at any time in the past year, that is, since (MONTH, LAST YEAR)? Please do not include shelter visits that were the result of a natural disaster.

| | | |
|---|---|---|
| YES | 1 | |
| NO | 2 | GO TO F20 |
| REFUSED | 7 | GO TO F20 |
| DON'T KNOW | 8 | GO TO F20 |

F18. Approximately how much time have you spent in shelters since (MONTH, LAST YEAR)? (PROBE: Your best estimate is fine.)

_____ DAYS/WEEKS/MONTHS

RECORD NUMBER AND THEN CIRCLE CORRESPONDING TIME PERIOD BELOW:

| | |
|---|---|
| DAYS/NIGHTS | 1 |
| WEEKS | 2 |
| MONTHS | 3 |
| REFUSED | 7 |
| DON'T KNOW | 8 |

F19. During the time you were living in shelters, how often were your children living with you? Would you say...

| | |
|---|---|
| All of the time | 1 |
| Most of the time | 2 |
| Some of the time | 3 |
| None of the time | 4 |
| REFUSED | 7 |
| DON'T KNOW | 8 |

F20. Next, I have a few questions about your neighborhood. By your neighborhood, I mean the area right around where you live now.

Please tell me how much of a problem you think each of the following is in your neighborhood—a big problem, somewhat of a problem, or not a problem at all? How big of a problem is: (READ CATEGORIES AND CODE ONE FOR EACH.)

| | Big Problem | Somewhat of a Problem | Not a Problem at All | DON'T REF | KNOW |
|---|---|---|---|---|---|
| a. Unemployment? | 1 | 2 | 3 | 7 | 8 |
| b. Drug users or pushers? | 1 | 2 | 3 | 7 | 8 |
| c. Crime, assaults, or burglaries? | 1 | 2 | 3 | 7 | 8 |
| d. Run-down buildings and yards? | 1 | 2 | 3 | 7 | 8 |
| e. Noise, odors, or heavy traffic? | 1 | 2 | 3 | 7 | 8 |

F21. As a place to live and raise children, would you say your neighborhood is...

| | |
|---|---|
| Excellent, | 1 |
| Very good, | 2 |
| Good, | 3 |
| Not too good, or | 4 |
| Poor? | 5 |
| REFUSED | 7 |
| DON'T KNOW | 8 |

###

G11. Including all the sources we just talked about, and any other sources, what was the total income of all members of your household—including yourself— and from all sources before taxes and deductions in (LAST YEAR)? (PROBE: Your best estimate is fine.)

$__ __ , __ __ __ (GO TO G15)

| | |
|---|---|
| REFUSED | 7 |
| DON'T KNOW | 8 |

G12. Would you say your household income during (LAST YEAR) was more than $20,000 or less? (IF RESPONDENT SAYS DON'T KNOW, PROBE FOR BEST ESTIMATE.)

| | | |
|---|---|---|
| MORE THAN $20,000 | 1 | |
| LESS THAN $20,000 | 2 | GO TO G14 |
| REFUSED | 7 | GO TO G15 |
| DON'T KNOW | 8 | GO TO G15 |

G13. Would you say it was...

| | |
|---|---|
| Between $20,000 and $25,000 | 1 |
| Between $25,000 and $30,000 | 2 |
| Between $30,000 and $35,000, or | 3 |
| More than $35,000? | 4 |
| REFUSED | 7 |
| DON'T KNOW | 8 |

GO TO G15.

G14. Would you say it was...

| | |
|---|---|
| Between $15,000 and $20,000 | 1 |
| Between $10,000 and $15,000 | 2 |
| Between $5,000 and $10,000 or | 3 |
| Less than $5,000? | 4 |
| REFUSED | 7 |
| DON'T KNOW | 8 |

###

## SECTION H: NON-CASH BENEFITS AND MEDICAL INSURANCE

The next few questions are about health coverage for you and your family. (ASK ABOUT COVERAGE FOR CHILDREN ONLY IF LIVING WITH RESPONDENT).

H3. Thinking about all your children under age 18 who lived with you in (prior month), were all of your children covered by Medicaid, were some of them covered, or were none of them?

| | |
|---|---|
| ALL (GO TO NEXT SECTION) | 1 |
| SOME | 2 |
| NONE | 3 |

H3a. Thinking about the children who were not covered by Medicaid, were all of them covered by any other health insurance plan, were some of them covered by another health insurance plan, or were none of them covered?

| | |
|---|---|
| ALL (GO TO NEXT SECTION) | 1 |
| SOME | 2 |
| NONE | 3 |

H3b. What is the main reason your children who are not covered by Insurance are not covered by Medicaid?

**INTERVIEWER:** RECORD VERBATIM.

GO TO NEXT SECTION.

H4. In (PRIOR MONTH) was your child covered by Medicaid?

| | |
|---|---|
| YES (GO TO NEXT SECTION) | 1 |
| NO | 2 |

H4a. In (PRIOR MONTH) was your child covered by any health insurance plan?

| | |
|---|---|
| YES (GO TO NEXT SECTION) | 1 |
| NO | 2 |

H4b. What is the main reason your child was not covered by Medicaid?

**INTERVIEWER:** RECORD VERBATIM.

###

## SECTION J: MATERIAL HARDSHIP SCALE

Now I have some questions about how things are going for you these days.

J1. In the past 12 months, has there been a time when your household...

| | YES | NO | REF | DK |
|---|---|---|---|---|
| a. Did not pay the full amount of the rent or mortgage? | 1 | 2 | 7 | 8 |
| b. Was evicted from your home or apartment for not paying the rent or mortgage? | 1 | 2 | 7 | 8 |
| c. Did not pay the full amount of the gas, oil, or electricity bills? | 1 | 2 | 7 | 8 |
| d. Had service turned off by the gas or electric company, or oil company would not deliver oil? | 1 | 2 | 7 | 8 |

| | YES | NO | REF | DK |
|---|---|---|---|---|
| e. Had service disconnected by the telephone company because payments were not made? | 1 | 2 | 7 | 8 |
| f. Had someone in your household who needed to see a doctor or go to the hospital but couldn't go? | 1 | 2 | 7 | 8 |
| g. Had someone who needed to see a dentist but couldn't go? | 1 | 2 | 7 | 8 |

###

## SECTION K: HOUSEHOLD FOOD INSECURITY

These next few questions are about the food eaten in your family. People do different things when they are running out of money for food in order to make their food or their food money go further.

K1. In the last 12 months, since (DATE 12 MONTHS AGO), did you (or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food?

YES ............................................1
NO ............................................2 _ GO TO K3
REF ............................................7 _ GO TO K3
DK ............................................8 _ GO TO K3

K2. How often did this happen—almost every month, some months but not every month, or in only one or two months?

ALMOST EVERY MONTH ..........................1
SOME MONTHS ..........................2
ONLY 1 OR 2 MONTHS ..........................3
REFUSED ..........................7
DON'T KNOW ..........................8

K3. In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money to buy food?

YES ............................................1
NO ............................................2
REFUSED ............................................7
DON'T KNOW ............................................8

K4. In the last 12 months, since (DATE 12 MONTHS AGO), were you ever hungry but didn't eat because you couldn't afford enough food?

YES ............................................1
NO ............................................2
REFUSED ............................................7
DON'T KNOW ............................................8

Now I'm going to read you two statements that people have made about their food situation. For these statements, please tell me whether the statement was often, sometimes, or never true for you (or the other members of your household) in the last 12 months.

K5. The first statement is, "The food that (I/we) bought just didn't last, and (I/we) didn't have money to get more." Was that often, sometimes, or never true for you in the last 12 months?

OFTEN TRUE ..........................1
SOMETIMES TRUE ..........................2
NEVER TRUE ..........................3
REFUSED ..........................7
DON'T KNOW ..........................8

K6. "(I/We) couldn't afford to eat balanced meals." Was that often, sometimes, or never true for you in the last 12 months?

| | |
|---|---|
| OFTEN TRUE | 1 |
| SOMETIMES TRUE | 2 |
| NEVER TRUE | 3 |
| REFUSED | 7 |
| DON'T KNOW | 8 |

K7. Which of these statements best describes the food eaten in (PRIOR MONTH)...

| | |
|---|---|
| enough of the kinds of food we want, | 1 |
| enough but not always the kinds of food we want to eat, | 2 |
| sometimes not enough to eat, or | 3 |
| often not enough to eat? | 4 |
| REFUSED | 7 |
| DON'T KNOW | 8 |

# Florida Child Impact Study

TIME STARTED: |__|__|:|__|__| am......01
pm......02

DATE OF INTERVIEW: |__|__| / |__|__| / 19|__|__|
Month Day Year

## A. INTRODUCTION/SCREENER

Thank you for your participation in the first part of our survey about your experiences with FTP and the welfare system. We are interested in collecting more information on families and, in particular, 5-12 year old children. To limit the amount of time involved, we have randomly selected one child from all 5-12 year olds in each household. In your household, the child born on (FOCAL DATE) has been selected.

This interview will cover such topics as (FOCAL CHILD'S) health and well-being, school experiences, and any child care arrangements you may have for (him/her). There will also be some additional questions about you, other family members, and family routines. Everything that you tell me is completely confidential and will in no way affect any benefits you may be receiving. This part of the interview will take about one hour. Do you have any questions before we begin?

**INTERVIEWER:** REFER TO "COMMONLY ASKED QUESTIONS" SHEET AS NEEDED.
**INTERVIEWER:** ASK FOR FOCAL CHILD'S NAME. IF RESPONDENT EXPRESSES CONCERN REGARDING PRIVACY ASK FOR AN INITIAL ONLY TO USE FOR REFERENCE.

A1. First, what is your relationship to (FOCAL CHILD)? IF SAMPLE MEMBER (SM)/ RESPONDENT ANSWERS "MOTHER" OR "FATHER," PROBE FOR SPECIFIC TYPE.

| | |
|---|---|
| BIOLOGICAL MOTHER | 1 |
| BIOLOGICAL FATHER | 2 |
| STEPMOTHER | 3 |
| STEPFATHER | 4 |
| ADOPTIVE MOTHER | 5 |
| ADOPTIVE FATHER | 6 |
| FOSTER MOTHER | 7 |
| FOSTER FATHER | 8 |
| LIVE-IN PARTNER OF PARENT | 9 |
| GRANDMOTHER | 10 |
| GRANDFATHER | 11 |
| AUNT | 12 |
| UNCLE | 13 |
| OTHER (SPECIFY) | 14 |
| REFUSED | 97 |

A2. Does (FOCAL CHILD) currently live in your household?

| | | |
|---|---|---|
| YES | 1 | |
| NO | 2 | GO TO A4 |

A3. How many days per week does (FOCAL CHILD) currently live with you?

|__|__| DAYS PER WEEK

| | |
|---|---|
| EVERY DAY | 7 |
| ONLY ON WEEKENDS | 6 |

GO TO SECTION B.

A4. When did (FOCAL CHILD) move away from your household?

|__|__| / |__|__| / 19 |__|__|
MONTH DAY YEAR

A5. Who does (FOCAL CHILD) currently live with?

OTHER PARENT .......... 1
GRANDPARENT(S) .......... 2
AUNT/UNCLE .......... 3
FOSTER CARE .......... 4
OTHER (SPECIFY) .......... 5

A6. How often have you seen (FOCAL CHILD) in the last three months? Have you seen (him/her)...

Almost every day .......... 1
2-5 times per week .......... 2
About once a week .......... 3
Less than once a week .......... 4
Never .......... 5

**INTERVIEWER INSTRUCTION:** IF R HAS HAD AT LEAST WEEKLY CONTACT WITH FOCAL CHILD (A6 = 1, 2 OR 3), ASK ALL SECTIONS. IF R HAS NOT HAD WEEKLY CONTACT WITH FOCAL CHILD (A6 = 4 OR 5), GO TO SECTION B AND FOLLOW SKIP INSTRUCTIONS FOR NO FOCAL CHILD.

## B. HOME ENVIRONMENT

B1. Next I'd like to ask you some questions about family routines. I'm going to read some statements and I'd like you to tell me if your family does these things every day, three to five days per week, one or two days per week, or never. These categories are listed on Card A.

HAND EXHIBIT CARD TO SM/RESPONDENT AND SHOW SM/RESPONDENT LOCATION OF CARD A.

**INTERVIEWER:** IF SM/RESPONDENT ASKS WHAT "REGULAR" MEANS FOR ANY OF THESE, SAY THAT IT MEANS "GENERALLY AROUND THE SAME TIME".

HEAD START

| | | EVERY DAY OR NEARLY EVERY DAY | THREE TO FIVE DAYS A WEEK | ONE OR TWO DAYS A WEEK | NEVER | DOES NOT APPLY |
|---|---|---|---|---|---|---|
| a. | At least some of your family eats breakfast at a regular time. (Does your family do this ...) (IF NO FOCAL CHILD, GO TO B1c) | 1 | 2 | 3 | 4 | 5 |
| b. | (FOCAL CHILD) has breakfast at a regular time. (Does this happen ...) | 1 | 2 | 3 | 4 | 5 |
| c. | Your family eats the evening meal together. (Does your family do this ...) | 1 | 2 | 3 | 4 | 5 |
| d. | The evening meal is served at a regular time, that is, generally around the same time of the (day/evening). (Does your family do this ...) | 1 | 2 | 3 | 4 | 5 |
| e. | Household chores get done at a regular time. (Does this happen ...) | 1 | 2 | 3 | 4 | 5 |
| f. | Your (child[ren]) go(es) to bed at a regular time, that is, generally around the same time at night. (Do(es) your child(ren) do this ...) | 1 | 2 | 3 | 4 | 5 |
| g. | You and your (child[ren]) do special things at bedtime, like sing a song, say a prayer, or tell a story. (Does your family do this ...) | 1 | 2 | 3 | 4 | 5 |

B2. Here are a few more questions about your family.

NEW CHANCE

How often does your family get a *newspaper*, either on the newsstand, by subscription, or from friends?

| | |
|---|---|
| Every day | 1 |
| Most days | 2 |
| Once or twice a week | 3 |
| Once in a while, or | 4 |
| Never? | 5 |
| REFUSED | 7 |
| DON'T KNOW | 8 |

**INTERVIEWER INSTRUCTION:** IF NO FOCAL CHILD, GO TO B14.

B3. How often do you read stories to (FOCAL CHILD)?

NLSY

| | |
|---|---|
| Every day | 1 |
| At least 3 times a week | 2 |
| About once a week | 3 |
| Several times a month | 4 |
| Several times a year, or | 5 |
| Never? | 6 |
| REFUSED | 7 |
| DON'T KNOW | 8 |

B4. How often does (FOCAL CHILD) read for enjoyment?

NLSY

| | |
|---|---|
| Every day, | 1 |
| Several times a week, | 2 |
| Several times a month, | 3 |
| Several times a year, or | 4 |
| Never? | 6 |
| REFUSED | 7 |
| DON'T KNOW | 8 |

B5. About how many books does (FOCAL CHILD) have of (his/her) own?

HOME/ NLSY

| | |
|---|---|
| None | 1 |
| 1 or 2 | 2 |
| 3 to 9 | 3 |
| 10 or more | 4 |

B6. How often do you and (FOCAL CHILD) go to the library?

HOME/ NLSY

| | |
|---|---|
| About once a week, | 1 |
| Two or three times a month, | 2 |
| Once a month, | 3 |
| Several times a year, or | 4 |
| Never? | 5 |

B7. Please think for a moment about a typical *weekday* for your family. How much time would you say (FOCAL CHILD) spends watching television on a typical *weekday*? ROUND TO NEAREST WHOLE HOUR.

NLSY

|___|___| HOURS PER *WEEKDAY*

| | | |
|---|---|---|
| LESS THAN 1 HOUR PER WEEKDAY | 1 | |
| DO NOT HAVE A TV | 2 | GO TO B9 |
| NOT THERE DURING WEEKDAY | 8 | |

B8. Now, think for a moment about a typical *weekend day* for your family. How much time would you say (FOCAL CHILD) spends watching television on a typical *weekend day*? ROUND TO NEAREST WHOLE HOUR.

NLSY

|___|___| HOURS PER *WEEKEND DAY*

| | |
|---|---|
| LESS THAN 1 HOUR PER WEEKEND DAY | 1 |
| DO NOT HAVE A TV | 2 |

B9. Is there a musical instrument like a piano, drum, or guitar that (FOCAL CHILD) can use here a home?

NLSY

| | |
|---|---|
| YES | 1 |
| NO | 2 |

B10. Do you or your family encourage (FOCAL CHILD) to start and keep doing hobbies?

NLSY

| | |
|---|---|
| YES | 1 |
| NO | 2 |

B11. Does (FOCAL CHILD) get special lessons or belong to any organization that encourages activities such as sports, music, art, dance, drama, etc.

NLSY

| | |
|---|---|
| YES | 1 |
| NO | 2 |

B12. How often has a family member or you taken or arranged to take (FOCAL CHILD) to any musical or theatrical performance *within the past 12 months?*

NLSY

| | |
|---|---|
| Never, | 1 |
| Once or twice, | 2 |
| Several times, | 3 |
| About once a month, or | 4 |
| About once a week or more often? | 5 |

B13. How often has any family member or you taken or arranged to take (FOCAL CHILD) to any type of museum such as a children's, scientific, art, or historical museum *within the past 12 months?*

HOME/ NLSY

| | |
|---|---|
| Never, | 1 |
| Once or twice, | 2 |
| Several times, | 3 |
| About once a month, or | 4 |
| About once a week or more often? | 5 |
| Every day | 6 |
| Never | 7 |

B14. About how often does your whole family get together with relatives or friends?

HOME/ NLSY

| | |
|---|---|
| Once a year or less, | 1 |
| A few times a year, | 2 |
| About once a month, | 3 |
| Two or three times a month, or | 4 |
| About once a week or more? | 5 |
| Every day | 6 |
| Never | 7 |

**INTERVIEWER INSTRUCTION:** IF NO FOCAL CHILD, GO TO SECTION H.

## C. PATERNAL INVOLVEMENT

C1. **INTERVIEWER:** REFER TO A1. IS SM/RESPONDENT FOCAL CHILD'S BIOLOGICAL OR ADOPTIVE FATHER (A1=CODE 02 OR 06)?

| | | |
|---|---|---|
| YES | 1 | GO TO F1 |
| NO | 2 | ASK C2 |

C2. My next questions are about (FOCAL CHILD's) natural, birth father. Does (FOCAL CHILD's) biological father currently live in your household?

MFIP

| | | |
|---|---|---|
| YES | 1 | |
| NO | 2 | GO TO C9 |
| DECEASED | 3 | GO TO C13 |

C3. What is his current relationship to you?

NLSY

| | |
|---|---|
| | *CIRCLE ONE* |
| SPOUSE | 1 |
| EX-SPOUSE | 2 |
| LIVE-IN PARTNER | 3 |
| FRIEND | 4 |
| SON | 5 |
| SOMETHING ELSE (SPECIFY) | 6 |

C4. **INTERVIEWER:** REFER TO A1. IS SM/RESPONDENT FOCAL CHILD'S BIOLOGICAL MOTHER (A1=CODE 01)?

| | | |
|---|---|---|
| YES | 1 | ASK C5 |
| NO | 2 | GO TO C6 |

C5. Were you married to (FOCAL CHILD's) father when (he/she) was born?

| | |
|---|---|
| YES | 1 |
| NO | 2 |

NLSY

C6. How often does (FOCAL CHILD) eat a meal with *both* you and (his/her) biological father?

| | |
|---|---|
| More than once a day, | 1 |
| Once a day, | 2 |
| Several times a week, | 3 |
| About once a week, | 4 |
| About once a month, or | 5 |
| Never? | 6 |

NLSY

C7. When your family watches TV together, do you or your child's biological father discuss TV programs with (him/her)?

| | |
|---|---|
| YES | 1 |
| NO | 2 |
| DO NOT HAVE A TV/DO NOT WATCH TV | 88 |

NLSY

C8. About how often does (FOCAL CHILD) spend time with (his/her) biological father in outdoor activities?

| | |
|---|---|
| Once a day or more often, | 1 |
| At least 4 times a week, | 2 |
| About once a week, | 3 |
| About once a month, | 4 |
| A few times a year or less, or | 5 |
| Never? | 6 |

GO TO F1.

JOBS 5

C9. Where does he live? Does he live . . .

| | | |
|---|---|---|
| in your neighborhood nearby, | 1 | |
| in the same city but not nearby, | 2 | |
| in the same state, but not the same city, | 3 | |
| in a different state, or | 4 | |
| in a different country? | 5 | |
| DECEASED | 6 | GO TO C13 |
| IN A JAIL/PRISON | 7 | |
| OTHER (SPECIFY) | 8 | |
| DON'T KNOW | 98 | |
| REFUSED | 97 | |

NLSY

C9a. What is his current relationship to you?

*CIRCLE ONE*

| | |
|---|---|
| SPOUSE | 1 |
| EX-SPOUSE | 2 |
| LIVE-IN PARTNER | 3 |
| FRIEND | 4 |
| SON | 5 |
| SOMETHING ELSE (SPECIFY) | 6 |

MFIP

C10. During the past 12 months, has (FOCAL CHILD's) biological father ever . . .

| | YES | NO |
|---|---|---|
| a. bought clothes, toys, or presents for (him/her)? | 1 | 2 |
| b. bought groceries for (him/her)? | 1 | 2 |
| c. babysat for (him/her)? | 1 | 2 |
| d. cared for (him/her) overnight? | 1 | 2 |
| e. talked to (him/her) on the phone? | 1 | 2 |
| f. sent (him/her) a letter or card? | 1 | 2 |

C11. **INTERVIEWER:** HAS FOCAL CHILD'S BIOLOGICAL DAD TALKED ON THE PHONE WITH (HIM/HER) OR SENT A LETTER OR CARD IN THE PAST 12 MONTHS (C10e OR C10f="YES," CODE 01)?

| | | |
|---|---|---|
| YES | 1 | ASK C12 |
| NO | 2 | GO TO C13 |

C12. During the past 12 months, about how often did (FOCAL CHILD) talk on the telephone or receive a letter from (his/her) biological father?

PSID Child Supplement

| | |
|---|---|
| About once a year, | 1 |
| Several times a year, | 2 |
| One to three times a month, | 3 |
| About once a week, or | 4 |
| Several times a week? | 5 |

C13. In what month and year did (FOCAL CHILD) last see (his/her) biological father?

PSID Child Supplement

|___|___| 19 |___|___|
MONTH YEAR

| | |
|---|---|
| HAS NEVER SEEN | 0 |

C14. **INTERVIEWER:** REFER TO C2 AND C9. IS BIOLOGICAL FATHER DECEASED (C2=4 OR C9=06)?

| | | |
|---|---|---|
| YES | 1 | GO TO C17 |
| NO | 2 | GO TO C15 |

C15. **INTERVIEWER:** REFER TO C13. HAS FOCAL CHILD SEEN BIOLOGICAL FATHER IN LAST 12 MONTHS?

| | | |
|---|---|---|
| YES | 1 | ASK C16 |
| NO | 2 | GO TO C17 |

C16. In the past 12 months, about how often has (FOCAL CHILD) seen (his/her) biological father?

JOBS 2

| | |
|---|---|
| ALMOST EVERY DAY | 01 |
| 2-5 TIMES PER WEEK | 02 |
| ABOUT ONCE A WEEK | 03 |
| 1-3 TIMES PER MONTH | 04 |
| 2-11 TIMES IN PAST 12 MONTHS | 05 |
| ONCE IN THE PAST 12 MONTHS | 06 |
| 0 TIMES IN THE PAST 12 MONTHS | 07 |

C17. **INTERVIEWER:** REFER TO A1. IS SM/RESPONDENT FOCAL CHILD'S BIOLOGICAL MOTHER (A1 = CODE 01)?

| | | |
|---|---|---|
| YES | 1 | ASK C18 |
| NO | 2 | GO TO C19 |

C18. Were you married to (FOCAL CHILD's) father when (he/she) was born?

MHP

| | | |
|---|---|---|
| YES | 1 | GO TO C21 |
| NO | 2 | |
| REFUSED | 7 | |

C19. Have papers been filed with a court or legal agency to establish (FOCAL CHILD's) father as (his/her) legal father?

| | |
|---|---|
| YES | 1 |
| NO | 2 |

C20. **INTERVIEWER:** IS SM/RESPONDENT A MALE?

| | | |
|---|---|---|
| YES | 1 | GO TO D1 |
| NO | 2 | ASK C21 |

C21. Other than (FOCAL CHILD's) biological father, is there some other man who lives either inside or outside your household, who you think acts as a father-figure to (FOCAL CHILD)?

| | |
|---|---|
| YES | 1 |
| NO | 2 _ GO TO D1 |

C22. How is he related to (FOCAL CHILD)?

| | |
|---|---|
| STEPFATHER | 01 |
| LIVE-IN PARTNER OF PARENT | 02 |
| ADOPTIVE FATHER | 03 |
| FOSTER FATHER | 04 |
| GRANDFATHER | 05 |
| UNCLE | 06 |
| OTHER (SPECIFY) | 07 |

C23. What is his relationship to you?

| | |
|---|---|
| SPOUSE | 01 |
| EX-SPOUSE | 02 |
| LIVE-IN PARTNER | 03 |
| BOYFRIEND | 04 |
| EX-BOYFRIEND | 05 |
| FRIEND | 06 |
| FATHER | 07 |
| GRANDFATHER | 08 |
| BROTHER | 09 |
| UNCLE | 10 |
| SOMETHING ELSE (SPECIFY) | 11 |

C24. About how often does (FOCAL CHILD) spend time with (his/her) (stepfather/father-figure)?

| | |
|---|---|
| Once a day or more often, | 1 |
| At least 4 times a week, | 2 |
| About once a week, | 3 |
| About once a month, | 4 |
| A few times a year or less, or | 5 |
| Never? | 6 |

C25. How often does (FOCAL CHILD) eat a meal with both you and (his/her) (stepfather/father-figure)?

NLSY

| | |
|---|---|
| More than once a day, | 1 |
| Once a day, | 2 |
| Several times a week, | 3 |
| About once a week, | 4 |
| About once a month, or | 5 |
| Never? | 6 |

C26. When your family watches TV together, do you or your child's (stepfather/father-figure) discuss TV programs with (him/her)?

NLSY

| | |
|---|---|
| YES | 1 |
| NO | 2 |
| DO NOT HAVE A TV/DO NOT WATCH TV | 88 |

C27. About how often does (FOCAL CHILD) spend time with (his/her) (stepfather/father-figure) in outdoor activities?

NLSY

| | |
|---|---|
| Once a day or more often, | 1 |
| At least 4 times a week, | 2 |
| About once a week, | 3 |
| About once a month, | 4 |
| A few times a year or less, or | 5 |
| Never? | 6 |

## D. CHILD SUPPORT

D1. **INTERVIEWER:** REFER TO C2 AND C9. IS BIOLOGICAL FATHER DECEASED (C2=3 OR C9=6)?

YES .................................................. 1 _ GO TO F1 ON PAGE 18
NO .................................................. 2 _ ASK D2

D2. Is (FOCAL CHILD) covered by a child support order?

YES .................................................. 1
NO .................................................. 2 _ GO TO D4

JOBS DESCRIPTIVE

D3. In what state was the award made?

FLORIDA .................................................. 1
OTHER STATE (SPECIFY) .................................. 2

MFIP

D4. During the past 12 months, did you or (FOCAL CHILD) receive any money from (his/her) father for child support through the child support office or child support enforcement agency?

YES .................................................. 1
NO .................................................. 2

D5. Is cash paid directly by the father to help with expenses for (FOCAL CHILD)?

YES .................................................. 1
NO .................................................. 2

D6. During the past 12 months, has (FOCAL CHILD's) father given you money for (FOCAL CHILD) regularly, so that you could count on almost always getting the money? Please do not include money paid through the welfare office.

YES .................................................. 1
NO .................................................. 2
REFUSED .................................................. 7

(Section E has been removed because it pertained to maternal involvement for those children with nonresidential mothers.)

## F. CHILD CARE

F1. Now I'd like to ask you some questions about people who care for (FOCUS CHILD) other than you (and your spouse). For these questions, please think about the last full week from Monday to Sunday.

Some parents use babysitters or day care. Some feel their child can take care of himself or herself. Others use a mix of these. Thinking about the last full week from Monday to Sunday, how many hours altogether did (FOCAL CHILD) take care of (himself/herself)? ROUND TO NEAREST WHOLE NUMBER.

|___|___|
NUMBER

JOBS 5

F2. During that week, was (FOCAL CHILD) cared for by anyone other than yourself (or your spouse) such as in a day care center, a before or after school program, or by a babysitter including a relative, friend, neighbor, or professional babysitter?

PROBE: The last full week from Monday to Sunday.

YES .................................................. 1
NO .................................................. 2 _ GO TO G1

F3. JOBS 5

Did any of these people or any of these child care programs care for (FOCAL CHILD) at least once a week for the past four weeks?

YES .............................................. 1
NO ............................................... 2 _ GO TO G1

F4. JOBS 5

Please look at Card B.

Here are some different kinds of arrangements that parents use to care for their children. Please tell me which arrangements you have used for (FOCUS CHILD) at least once a week for the past four weeks. CIRCLE UNDER F4 BELOW.

PROBE: Any others?

| ARRANGEMENT | CIRCLE ALL THAT APPLY |
|---|---|
| CHILD CARES FOR HIMSELF/HERSELF | 01 |
| SM/RESPONDENT's PARTNER (BOYFRIEND/GIRLFRIEND) | 02 |
| (IF NOT LIVING IN HH) CHILD's OTHER BIOLOGICAL PARENT | 03 |
| CHILD's GRANDPARENT/GREAT GRANDPARENT | 04 |
| CHILD's SIBLING/HALF-SIBLING | 05 |
| CHILD's OTHER RELATIVE | 06 |
| BABYSITTER OR NONRELATIVE IN THE CHILD's HOME | 07 |
| FAMILY DAY CARE OR NONRELATIVE IN ANOTHER HOME | 08 |
| HEAD START, PRESCHOOL, NURSERY SCHOOL, OR DAY CARE CENTER | 09 |
| EXTENDED-DAY, BEFORE/AFTER SCHOOL PROGRAM/LESSONS OR ACTIVITIES/BOYS OR GIRLS CLUB/YMCA OR YWCA | 10 |
| SUMMER DAY CARE, CAMP, OR SUMMER SCHOOL CLASSES | 11 |
| OTHER (SPECIFY) | 12 |

F5. JOBS 5

During the last full week from Monday to Sunday, how many hours did (FOCAL CHILD) spend altogether in (all of) the care arrangement(s) you mentioned?

**INTERVIEWER:** IF NECESSARY READ BACK ARRANGEMENTS SELECTED IN F4 FOR RECALL OF ALL TYPES OF DAY CARE.

|___|___| HOURS

F6. **INTERVIEWER:** REFER TO F4. DID SM/RESPONDENT MENTION USING MORE THAN ONE CHILD CARE ARRANGEMENT IN THE PAST WEEK?

YES .............................................. 1 _ ASK F7
NO ............................................... 2 _ GO TO F9

F7. JOBS 5 MODIFIED

Of the regular child care arrangements you used during this past week, which did (FOCUS CHILD) spend the most time in?

______________________________ |___|___|
RECORD PRIMARY CARE PROVIDER CODE FROM LIST IN F4

F8. CREATED

Thinking of this past week, how many hours did (FOCAL CHILD) spend with this (PRIMARY CARE PROVIDER)?

|___|___| HOURS

F9. **INTERVIEWER:** IS "CHILD CARES FOR HIMSELF/HERSELF" THE PRIMARY CHILD CARE ARRANGEMENT (F4 OR F7=CODE 01)?

YES .............................................. 1 _ GO TO G1
NO ............................................... 2 _ ASK F10

F10. Is the (main) person who cares for your child in this arrangement . . .

less than 13 years old. . . . . . . . . . . . . . . . . . . . . . . . . . . . . .1
13 to 17, or . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .2
18 years of age or older? . . . . . . . . . . . . . . . . . . . . . . . . . . .3

F11. As far as you know, is your primary child care provider licensed or regulated by the state?

JOBS

YES . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .1
NO . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .2
DON'T KNOW . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .8

F12. How much do you pay per week to (FOCAL CHILD's) primary child care provider?

**INTERVIEWER:** ROUND TO THE NEAREST DOLLAR.

$ |___|___|___| AMOUNT PER WEEK
CARE WAS FREE . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .000
DON'T KNOW . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .998 _ GO TO F15
REFUSED . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .999

F13. Is this amount the cost of child care for (FOCAL CHILD) only or does it also cover any other children you may have in child care?

FOCAL CHILD ONLY . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .1 _ GO TO F15

FOCAL CHILD AND OTHER
CHILD(REN) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .2

F14. How many of your children are cared for by this child care provider?

|___|___| # OF CHILDREN

F15. Now I am going to ask you about (FOCAL CHILD's) and your experience with (PRIMARY CHILD CARE ARRANGEMENT IN F7). Please look at Card C. For each of the following statements, please let me know which answer best describes your child care experience.

MFIP

| | Never | Sometimes | Often | Always | Don't Know |
|---|---|---|---|---|---|
| a. (FOCAL CHILD) feels safe and secure in (PRIMARY CHILD CARE) | 1 | 2 | 3 | 4 | 8 |
| b. (FOCAL CHILD) gets lots of individual attention in (PRIMARY CHILD CARE) | 1 | 2 | 3 | 4 | 8 |
| c. (FOCAL CHILD's) child care provider is open to new information and learning | 1 | 2 | 3 | 4 | 8 |
| d. (FOCAL CHILD's) child care provider plans activities for the children | 1 | 2 | 3 | 4 | 8 |

## G. HISTORY OF CHILD CARE

G1. Now I'd like you to think about the past two years, that is since [THIS MONTH, YEAR TWO YEAR AGO].

JOBS DESCRIPTIVE

In the past two years, have there been any times lasting a month or more when (FOCAL CHILD) did not live with you?

YES . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .1
NO . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .2 _ GO TO G6

G2. Altogether, how many months did (FOCAL CHILD) live somewhere else?

|___|___| MONTHS

G3. Since (MONTH, YEAR TWO YEARS AGO), which months did (FOCAL CHILD) live somewhere else?

**INTERVIEWER:** RECORD MONTHS LIVING ELSEWHERE.

G4. When (FOCAL CHILD) was not living with you for a month or more, did (he/she) ever spend time living . . .

JOBS DESCRIPTIVE

| | | YES | NO |
|---|---|---|---|
| a | with (his/her) (father/mother)? | 1 | 2 |
| b | with (his/her) grandparents? | 1 | 2 |
| c | with (his/her) aunt or uncle? | 1 | 2 |
| d | with other relatives? | 1 | 2 |
| e | in foster care? | 1 | 2 |
| f | in a group home? | 1 | 2 |
| g | any other place? (SPECIFY) | 1 | 2 |

G5. Why was (FOCAL CHILD) living in (this/these) other arrangement(s)?

PROBE: Any other reasons?

| | CIRCLE ALL THAT APPLY |
|---|---|
| COURT OR AGENCY REMOVED CHILD FROM HOME/ FOSTER CARE | 1 |
| CHILD HAD BEEN ADOPTED | 2 |
| CHILD WAS VISITING RELATIVES | 3 |
| OTHER PARENT HAD PRIMARY CUSTODY OF THE CHILD | 4 |
| CHILD WAS IN JUVENILE DETENTION/JAIL | 5 |
| CHILD WAS INSTITUTIONALIZED OR IN A RESIDENTIAL PROGRAM (NOT JAIL OR JUVENILE FACILITY) | 6 |
| LIVED WITH RELATIVE IN A BETTER AREA (BETTER SCHOOL OR OTHER FEATURE) | 7 |
| MOTHER WAS IN RESIDENTIAL PROGRAM—CHILDREN NOT ALLOWED (E.G., JAIL, MILITARY, TRAINING) | 8 |
| MOTHER COULD NOT CARE FOR THE CHILD | 9 |
| OTHER (SPECIFY) | 0 |

|___|___|

G6. Now, I'd like to ask you about (FOCAL CHILD's) participation in different child care programs in the past.

JOBS 2

Did (FOCAL CHILD) ever attend a Head Start program, a child care center, a nursery school or a preschool program for a month or more?

YES . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1
NO . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2

G7. Here are some questions about all of the child care arrangements you may have had for (FOCAL CHILD) during the *past two years*, that is since (THIS MONTH, YEAR TWO YEARS AGO).

I'm going to read you a list of different kinds of arrangements that parents use to care for their children. I'd like you to tell me which ones you have used regularly for (FOCAL CHILD), that is, *at least once a week for a month or more.*

READ DOWN LIST FOR G7 FIRST. THEN FOR EACH "YES," ASK QUESTIONS ACROSS IN G8 AND G9 WHEN REQUIRED.

| G7 | | | G8 | G9 |
|---|---|---|---|---|
| During the past two years, that is since (MONTH, YEAR TWO YEARS AGO), have any of the following been used regularly, at least once a week for a month or more? How about (READ a-l) | YES | NO | (IF G7d-h) In the past two years, how many different (CHILD CARE PROVIDER's) cared for (FOCAL CHILD) for a month or more?<br>(IF G7i-l) In the past two years, how many different (ARRANGEMENTS) did (FOCAL CHILD) attend for a month or more? | How old was (CHILD CARE PROVIDER) who cared for your child?<br>**INTERVIEWER:** IF MORE THAN ONE PROVIDER, ASK FOR AGE OF THE PRIMARY PROVIDER.<br>RECORD CHILD CARE PROVIDER'S AGE WHEN HE/SHE FIRST BEGAN CARING FOR CHILD WITHIN PAST TWO YEARS |
| a. Your child cared for (himself/herself)? | 1 | 2 | | |
| b. A partner (boyfriend/girlfriend)? | 1 | 2 | | |
| c. (IF NOT LIVING IN HH) Child's other biological parent? | 1 | 2 | | |
| d. Child's grandparent/great grandparent? | 1 | 2 | \|__\|__\|<br>NUMBER | |
| e. Child's sibling/half-sibling? | 1 | 2 | \|__\|__\|<br>NUMBER | Under 13 years old? 1<br>Between 13 and 17 years old? 2<br>Or 18 years old or older? 3 |
| f. Child's other relative? | 1 | 2 | \|__\|__\|<br>NUMBER | Under 13 years old? 1<br>Between 13 and 17 years old? 2<br>Or 18 years old or older? 3 |
| g. Babysitter or nonrelative in the child's home? | 1 | 2 | \|__\|__\|<br>NUMBER | Under 13 years old? 1<br>Between 13 and 17 years old? 2<br>Or 18 years old or older? 3 |
| h. Family day care or nonrelative in another home? | 1 | 2 | \|__\|__\|<br>NUMBER | Under 13 years old? 1<br>Between 13 and 17 years old? 2<br>Or 18 years old or older? 3 |
| i. Head Start, preschool, nursery school or day care center? | 1 | 2 | \|__\|__\|<br>NUMBER | |
| j. Extended day, before/after school program/lessons or activities/boys or girls club/YMCA or YWCA? | 1 | 2 | \|__\|__\|<br>NUMBER | |
| k. Summer day care, camp, or summer school classes? | 1 | 2 | \|__\|__\|<br>NUMBER | |
| l. Any other child care arrangement? (SPECIFY) | 1 | 2 | \|__\|__\|<br>NUMBER | Under 13 years old? 1<br>Between 13 and 17 years old? 2<br>Or 18 years old or older? 3 |

G10. **INTERVIEWER:** DOES G7a = "YES (CODE 1)?

YES . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1 _ ASK G11
NO . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2 _ GO TO G12

G11. How old was (FOCAL CHILD) when (he/she) first cared for (himself/herself) alone, without any supervision?

| ___ | ___ | YEARS AND | ___ | ___ | MONTHS

G12. **INTERVIEWER:** REFER TO G7. HAS SM/RESPONDENT USED ANY TYPE OF CHILD CARE DURING THE PAST TWO YEARS?

YES . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1 _ ASK G13
NO . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2 _ GO TO H1

G13. Now I'd like to make a calendar showing the (different) child care arrangement(s) you have used for (FOCAL CHILD) during the past two years.

JOBS

Let's begin by recording any months that you may have worked during the past two years. In the past two years, have you worked for pay for a month or more?

IF "NO," PROBE: A lot of people have occasional jobs or do other things on the side to make ends meet. Have you done any jobs like that for pay for a month or more during the past 2 years.

YES . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1
NO . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2 _ GO TO G15

G14. Which months did you work outside of the home?

PROBE: Any others?

**INTERVIEWER:** RECORD EACH MONTH SM/RESPONDENT WORKED.

G15. Now let's record any months that you may have attended school or job training during the past two years.

Have you ever been enrolled in school or in a job training program *for a month or more* in the past two years?

YES . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1
NO . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2 _ GO TO G17

G16. Which months were you in school or job training?

PROBE: Any others?

**INTERVIEWER:** RECORD EACH MONTH.

G17. Since child care arrangements can be different during the school year and summer vacation, let's record whether your child was in school or on summer break for each month.

**INTERVIEWER:** BEGINNING WITH THE FIRST MONTH, ASK WHETHER THE FOCAL CHILD WAS IN SCHOOL OR ON VACATION. IF IN SCHOOL, MARK AN "S" FOR THAT MONTH IN G17. IF ON VACATION, MARK A "V".

For each month that (FOCAL CHILD) has lived with you since (MONTH, YEAR TWO YEARS AGO), I'd like to know what child care arrangements you have used. If you did not use an arrangement that month, please let me know. Also, please remember to include only those arrangements you used for a month or more.

First, I'm going to indicate on the showcard the arrangements you reported using for a month or more.

**INTERVIEWER:** REFER TO G7 AND ON CARD B OF THE SHOWCARD, CIRCLE RESPONSE CODE FOR EACH CHILD CARE ARRANGEMENT USED. HAND SHOWCARD TO THE RESPONDENT.

G18. Which of these child care arrangements were you using in (MONTH AND YEAR)? ASK ONLY FOR MONTHS FOCAL CHILD WAS LIVING IN HH.

PROBE: Any others?

PROBE: And the next month?

**INTERVIEWER:** RECORD THE PARTICULAR CHILD CARE ARRANGEMENT(S) USED IN EACH MONTH. SM/RESPONDENT MAY REPORT MORE THAN ONE ARRANGEMENT IN A GIVEN MONTH. IF NO ARRANGEMENT USED, ENTER 95.

G19. Now let's begin with the most recent month that you have used child care arrangements and work back in time. Please tell me the average number of hours *per week* your child spent in each arrangement. The answer categories can be found on Card D.

PROBE: Your best estimate will do.

**INTERVIEWER:** FOR EACH MONTH SM/RESPONDENT USED CHILD CARE ARRANGEMENT(S), RECORD THE AVERAGE NUMBER OF HOURS SPENT THERE EACH WEEK.

G20. Since (RA DATE), while in a child care arrangement, has (FOCAL CHILD) ever had an accident, injury, or poisoning requiring a visit to a hospital emergency room or clinic?

YES . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1
NO . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2
DON'T KNOW . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 8

## H. LIVING SITUATIONS

NEW HOPE

H1. Next I'd like to ask you about your living situation since (MONTH/YEAR 2 YEARS AGO). Please tell me if any of the following things have happened in your life during the two years since then?

**INTERVIEWER:** READ DOWN LIST FIRST, THEN ASK H2 FOR EACH "YES" RESPONSE IN H1.

H2. How many times (INSERT a-j) in the past two years?

PROBE: Your best guess will do.

| | H1. | | H2. Number of Times During the Past Two Years |
|---|---|---|---|
| | YES | NO | |
| a. Did you *start* living with a partner? | 1 | 2 _ GO TO b | \|__\|__\| |
| b. Did you *stop* living with a partner? | 1 | 2 _ GO TO c | \|__\|__\| |
| **INTERVIEWER INSTRUCTION:** IF NO FOCAL CHILD, GO TO H2e. | | | |
| c. Did (FOCAL CHILD) go and live somewhere else? | 1 | 2 _ GO TO d | \|__\|__\| |
| d. Did (FOCAL CHILD) *return home* after living somewhere else? | 1 | 2 _ GO TO e | \|__\|__\| |
| e. Did another child of yours under 18 years of age go to live somewhere else? | 1 | 2 _ GO TO f | \|__\|__\| |
| f. Did another child of yours under 18 years of age, return home after living somewhere else? | 1 | 2 _ GO TO H | \|__\|__\| |

## I. SCHOOL PERFORMANCE

I1. NSAF

My next questions are about your children and how they are doing in school. Because school is a place where children spend a great deal of time, we want to know about this important part of your children's lives.

Here is a question about your hopes and aspirations for all of your children. How far would you like to see your children go in school?

| | |
|---|---|
| Some high school, | 1 |
| Finish high school, | 2 |
| Technical school after high school, | 3 |
| Some college, | 4 |
| Finish college, or | 5 |
| Graduate or professional school after college | 6 |

I2. MODIFIED JOBS 5

**INTERVIEWER:** REFER TO E5a OF NON-CHILD QUESTIONNAIRE FOR NAME(S) OF CHILD(REN) THE RESPONDENT IS RESPONSIBLE FOR WHO ARE 17 YEARS OLD AND YOUNGER.

Now I have some questions about the children you are responsible for who are 17 years of age or younger, whether or not they reside in your household.

RECORD NAME(S) OF CHILD(REN) IN GRID THAT FOLLOWS.

**INTERVIEWER:** RECORD NAME AS GIVEN IN E5a OF NON-CHILD INTERVIEW.

**INTERVIEWER:** BEGINNING WITH THE FOCAL CHILD, LIST FIRST NAMES OR INITIALS OF SM/RESPONDENT's CHILDREN ACROSS TOP OF GRID IN I2. THEN FOR EACH CHILD LISTED, ASK I4-I18.

IF NO FOCAL CHILD, LIST ALL OTHER CHILDREN STARTING WITH THE CHILD 2 COLUMN IN I2, AND ASK I4-I18 FOR EACH.

I2. FOR EACH CHILD:

| I3 OMITTED | FOCAL CHILD | | CHILD 2 | | CHILD 3 | |
|---|---|---|---|---|---|---|
| I4. Is (CHILD) regularly attending school? | YES | 1 | YES | 1 | YES | 1 |
| | NO (GO TO I6) | 0 | NO (GO TO I6) | 0 | NO (GO TO I6) | 0 |
| | HOME SCHOOL | 3 | HOMESCHOOL | 3 | HOME SCHOOL | 3 |
| **NOTE:** IF INTERVIEW TAKES PLACE IN THE SUMMER AND CHILD IS BETWEEN GRADES, CODE "YES" 01 | | | | | | |
| I4a. What grade is (CHILD) in? | \|__\|__\| GRADE | | \|__\|__\| GRADE | | \|__\|__\| GRADE | |
| NEW HOPE | PRESCHOOL | 1 | PRESCHOOL | 1 | PRESCHOOL | 1 |
| | KINDERGARTEN | 2 | KINDERGARTEN | 2 | KINDERGARTEN | 2 |
| | UNGRADED | 3 | UNGRADED | 3 | UNGRADED | 3 |
| | DON'T KNOW | 8 | DON'T KNOW | 8 | DON'T KNOW | 8 |
| | REFUSED | 7 | REFUSED | 7 | REFUSED | 7 |
| I5. Based on your knowledge of (CHILD's) schoolwork, including (his/her) report cards, how has (he/she) been doing in school overall? | Very well, | 1 | Very well, | 1 | Very well, | 1 |
| | Well, | 2 | Well, | 2 | Well, | 2 |
| | Average, | 3 | Average, | 3 | Average, | 3 |
| | Below average, or | 4 | Below average, or | 4 | Below average, or | 4 |
| | Not well at all? | 5 | Not well at all? | 5 | Not well at all? | 5 |
| NEW HOPE | DON'T KNOW | 8 | DON'T KNOW | 8 | DON'T KNOW | 8 |
| | REFUSED | 7 | REFUSED | 7 | REFUSED | 7 |
| | GO TO NEXT CHILD OR I8 | | GO TO NEXT CHILD OR I8 | | GO TO NEXT CHILD OR I8 | |
| I6. Why doesn't (he/she) go to school? | HASN'T STARTED SCHOOL YET (GO TO NEXT CHILD OR I23) | 1 | HASN'T STARTED SCHOOL YET (GO TO NEXT CHILD OR I8) | 1 | HASN'T STARTED SCHOOL YET (GO TO NEXT CHILD OR I8) | 1 |
| NEW HOPE | HOME SCHOOLED | 2 | HOME SCHOOLED | 2 | HOME SCHOOLED | 2 |
| | HEALTH | 3 | HEALTH | 3 | HEALTH | 3 |
| | GRADUATED FROM HIGH SCHOOL | 4 | GRADUATED FROM HIGH SCHOOL | 4 | GRADUATED FROM HIGH SCHOOL | 4 |
| | DROPPED OUT | 5 | DROPPED OUT | 5 | DROPPED OUT | 5 |
| | PARENTAL CHOICE | 6 | PARENTAL CHOICE | 6 | PARENTAL CHOICE | 6 |
| | OTHER (SPECIFY) | 7 | OTHER (SPECIFY) | 7 | OTHER (SPECIFY) | 7 |
| | DON'T KNOW | 8 | DON'T KNOW | 8 | DON'T KNOW | 8 |
| | REFUSED | 7 | REFUSED | 7 | REFUSED | 7 |
| I7. In what month and year did (CHILD) last attend school? | \|__\|__\| / 19 \|__\|__\|<br>MONTH YEAR | | \|__\|__\| / 19 \|__\|__\|<br>MONTH YEAR | | \|__\|__\| / 19 \|__\|__\|<br>MONTH YEAR | |
| | DON'T KNOW | 8 | DON'T KNOW | 8 | DON'T KNOW | 8 |
| | REFUSED | 7 | REFUSED | 7 | REFUSED | 7 |

*(Editor's note: This guide may be expanded to include more than three children where applicable)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I8 | NHES | Since starting kindergarten, (has your child/have any of your children) repeated any grades? | YES<br>NO | 1<br>2 _ GO TO I11 | | |
| I9 | | Which child or children repeated any grades?<br>RECORD NAME OF CHILD<br>PROBE: Any others? | | | Record Name<br>\|__\|__\| | Record Name<br>\|__\|__\| |
| I10 | | FOR EACH CHILD RECORDED IN I9: During which grades did this occur?<br>CIRCLE GRADE(S) | | | GRADE<br>K 1 2 3 4 5 6 7 8<br>9 10 11 12 | GRADE<br>K 1 2 3 4 5 6 7 8<br>9 10 11 12 |
| I11 | NHES | Since (RA DATE), has your child/have any of your children) ever been suspended or expelled from school? (This includes both in-school and out-of-school suspensions.) | YES<br>NO | 1<br>2 _ GO TO I15 | | |
| I12 | | Which child or children have been suspended or expelled? RECORD NAME<br>VERIFY IF ONE CHILD<br>PROBE: Anyone else? | | | Record Name<br>\|__\|__\| | Record Name<br>\|__\|__\| |
| I13 | | FOR EACH CHILD RECORDED IN I12: Was [NAME] suspended or expelled or both? | | | SUSPENDED 1<br>EXPELLED 2<br>BOTH 3<br>DON'T KNOW 8 | SUSPENDED 1<br>EXPELLED 2<br>BOTH 3<br>DON'T KNOW 8 |
| I14 | | During which grade(s) did this occur?<br>CIRCLE GRADE(S) | | | GRADE<br>K 1 2 3 4 5 6<br>7 8 9 10 11 12 | GRADE<br>K 1 2 3 4 5 6<br>7 8 9 10 11 12 |
| I15 | | **INTERVIEWER:** ARE ANY OF SM/RESPONDENTs CHILDREN AGE 16 OR OLDER? | YES<br>NO | 1<br>2 _ GO TO I19 | | |
| I16 | JOBS 5 | Since (RA DATE), (has your child/have any of your children) ever dropped out of school? | YES<br>NO | 1<br>2 _ GO TO I19 | | |
| I17 | | Which child or children dropped out of school? RECORD NAME<br>VERIFY IF ONE CHILD<br>PROBE: Anyone else? | | | Record Name<br>\|__\|__\| | Record Name<br>\|__\|__\| |
| I18 | | FOR EACH CHILD RECORDED IN I17: Did [NAME] return to school after dropping out? | | | YES 1<br>NO 2<br>DON'T KNOW 8<br>REFUSED 7 | YES 1<br>NO 2<br>DON'T KNOW 8<br>REFUSED 7 |

| | | | | | |
|---|---|---|---|---|---|
| I19 | NEW HOPE | Since (RA DATE), (has your child/have any of your children) ever received special education because of a physical, emotional, behavioral, or other problem that limited the kind or amount of school work they can do? | YES<br>NO | 1 _ GO TO I19a<br>2 _ GO TO I20 | I19a. Which child was that? RECORD NAME<br>IF SM/RESPONDENT HAS MORE THAN ONE CHILD<br>PROBE: Who else? |
| I20 | SSP36 | (Is your child/Are any of your children) on a sports team either in or out of school? | YES<br>NO | 1 _ GO TO I20a<br>2 _ GO TO I21 | I20a. Which child is that? RECORD NAME<br>IF SM/RESPONDENT HAS MORE THAN ONE CHILD<br>PROBE: Who else? |
| I21 | SSP36 | (Does your child/Do any of your children) take lessons after school or on weekends in subjects like music, dance, language, or computers? | YES<br>NO | 1 _ GO TO I21a<br>2 _ GO TO I22 | I21a. Which child is that? RECORD NAME<br>IF SM/RESPONDENT HAS MORE THAN ONE CHILD<br>PROBE: Who else? |
| I22 | | (Does your child/Do any of your children) participate in any clubs or organizations after school, or on weekends, such as school newspaper, glee club, scouts, a religious group, or Girls or Boys club? | YES<br>NO | 1 _ GO TO I22a<br>2 _ GO TO I23 | I22a. Which child is that? RECORD NAME<br>IF SM/RESPONDENT HAS MORE THAN ONE CHILD<br>PROBE: Who else? |

**INTERVIEWER INSTRUCTION:** IF NO FOCAL CHILD, GO TO I28.

I23 **INTERVIEWER:** REFER TO I6. DOES FOCAL CHILD ATTEND SCHOOL?

| | |
|---|---|
| YES | 1 _ ASK I24 |
| NO | 2 _ GO TO I28 |

I24. Now please think of (FOCAL CHILD). For each of the following statements, please look at Card E and tell me if you think it is not true, sometimes true, or often true for your child. Would you say (FOCAL CHILD) . . .

NSAF

| | Not True | Sometimes True | Often True |
|---|---|---|---|
| a. cares about doing well in school? | 1 | 2 | 3 |
| b. only works on schoolwork when forced to? | 1 | 2 | 3 |
| c. does just enough schoolwork to get by? | 1 | 2 | 3 |
| d. always does homework? | 1 | 2 | 3 |
| e. is disobedient at school | 1 | 2 | 3 |
| f. has trouble getting along with teachers | 1 | 2 | 3 |

I25. How many times was (FOCAL CHILD) late for school during the past four weeks that school was in session?

| | |
|---|---|
| None | 0 |
| 1 or 2 days | 1 |
| 3 or 4 days | 2 |
| 5 to 10 days | 3 |
| More than 10 days | 4 |
| DON'T KNOW | 8 |

I26. How many days of school did (FOCAL CHILD) miss during the past four weeks that school was in session?

| | |
|---|---|
| None | 0 |
| 1 or 2 days | 1 |
| 3 or 4 days | 2 |
| 5 to 10 days | 3 |
| More than 10 days | 4 |
| DON'T KNOW | 8 |

I27. How many times did (FOCAL CHILD) change schools in the past two years?

NSAF

| | |
|---|---|
| None, | 1 |
| 1 time, or | 2 |
| 2 or more times? | 3 |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
|  | I28 | INTERVIEWER: DOES SM/RESPONDENT HAVE CHILDREN BETWEEN 10 AND 17 YEARS OF AGE? | YES 1<br>NO 2 _ GO TO J1 |  |  |
| MFIP | I29 | Since (RA DATE), (has your child/have any of your children) ever been in trouble with the police? | YES 1<br>NO 2 _ GO TO J1 |  |  |
| NLSY 1997 | I30 | Since (RA DATE), (has your child/have any of your children) ever been arrested by the police or taken into custody for an illegal or delinquent offense? Please do not include arrests for minor traffic violations | YES 1<br>NO 2 _ GO TO J1 |  |  |
|  | I31 | Who has been arrested or taken into custody for an illegal or delinquent offense? RECORD NAME<br>VERIFY IF ONE CHILD<br>PROBE: Anyone else? |  | ______________<br>Record Name<br>\|___\|___\| | ______________<br>Record Name<br>\|___\|___\| |
|  | I32 | How old was (CHILD IN I31) when (he/she) was arrested or taken into custody?<br>PROBE: The first time since (RA DATE) |  | \|___\|___\|<br>RECORD AGE | \|___\|___\|<br>RECORD AGE |
|  | I33 | Since (RA DATE), was (he/she) ever found to be delinquent or guilty of any offense? |  | YES 1<br>NO 2<br>DON'T KNOW 8<br>REFUSED 7 | YES 1<br>NO 2<br>DON'T KNOW 8<br>REFUSED 7 |

## J. HEALTH AND HEALTH CARE ACCESS

| | | | | |
|---|---|---|---|---|
| J1 Since [RA DATE], [has your child/have any of your children] had an accident, injury, or poisoning requiring a visit to a hospital emergency room or clinic? | YES 1<br>NO (GO TO J3) 2<br>DON'T KNOW (GO TO J3) 8 | | | |
| J2 Which child was that?<br>RECORD NAME<br>PROBE: Any others?<br>WRITE IN NAME(S) OF CHILD/CHILDREN ACROSS GRID | | ________<br>Record Name<br>\|__\|__\| | ________<br>Record Name<br>\|__\|__\| | ________<br>Record Name<br>\|__\|__\| |
| J3 **INTERVIEWER:** ARE ANY CHILDREN BETWEEN 12 AND 17 YEARS OF AGE? | YES 1<br>NO (GO TO J7) 2 | | | |
| J4 Since [RA DATE], [has your child/have any of your children] had or fathered a baby? | YES 1<br>NO (GO TO J7) 2<br>DK (GO TO J7) 8 | | | |
| J5 Which child was that?<br>RECORD NAME<br>PROBE: Anyone else?<br>WRITE IN NAME(S) OF CHILD/CHILDREN ACROSS GRID. FOR EACH CHILD, ASK J6 | | ________<br>Record Name<br>REFUSED 7 | ________<br>Record Name<br>REFUSED 7 | ________<br>Record Name<br>REFUSED 7 |
| J6 How old was [CHILD IN J5] when [his/her] baby was born? | \|__\|__\| AGE<br>REFUSED 7<br>DON'T KNOW 8 | \|__\|__\| AGE<br>REFUSED 7<br>DON'T KNOW 8 | \|__\|__\| AGE<br>REFUSED 7<br>DON'T KNOW 8 | \|__\|__\| AGE<br>REFUSED 7<br>DON'T KNOW 8 |

**INTERVIEWER INSTRUCTION:** IF NO FOCAL CHILD, GO TO SECTION K.

J7. My next questions are about (FOCAL CHILD's) health and family health care. Would you say that (FOCAL CHILD's) health in general is . . .

excellent, .......... 1
very good, .......... 2
good, .......... 3
fair, or .......... 4
poor? .......... 5

J8. About how long has it been since (FOCAL CHILD) last saw a medical doctor or other health professional for a check-up, shots, or other routine care?

JOBS 5

Less than one year, .......... 1
At least one year, but less Than two years, .......... 2
At least two years, but less Than three years, .......... 3
Three years or more, or .......... 4
Never seen a doctor for Routine care? .......... 5

J9. How long has it been since (FOCAL CHILD) last saw a dentist or dental hygienist for dental care?

JOBS 5

Less than one year .......... 1
At least one year, but less Than two years .......... 2
At least two years, but less Than three years .......... 3
Three years or more .......... 4
Never seen a dentist, dental Hygienist for routine care .......... 5

J10. Is (FOCAL CHILD) currently covered by . . .

JOBS 2

| | CIRCLE ALL THAT APPLY | |
|---|---|---|
| | YES | NO |
| a. Medicaid or enrolled in an HMO paid for by Medicaid? | 1 | 2 |
| b. Health insurance other than Medicaid such as private insurance, an employer-paid plan, or a private HMO? | 1 | 2 |

J11. Is there a particular clinic, health center, doctor's office, or other place where (FOCAL CHILD) is usually taken for routine care, such as getting check-ups or shots?

YES .......... 1
NO .......... 2

J12. Is there a particular clinic, health center, doctor's office, or other place where (FOCAL CHILD) is usually taken if (he/she) is sick, not including accidents?

YES .......... 1
NO .......... 2

J13. Is this particular place a hospital emergency room or some other place?

HOSPITAL EMERGENCY ROOM .......... 1
OTHER PLACE .......... 2

## K. DEPRESSION SCALE - SELF-ADMINISTERED SECTION I

20 item CES-D

K1. Because some of the next questions in this survey can be considered sensitive, we would like you to read the questions yourself and record your own answers using this booklet. HAND SM/RESPONDENT SELF-ADMINISTERED BOOKLET. Are you comfortable reading the questions yourself?

SM/RESPONDENT COMFORTABLE
WITH SAQ .............................................. 1 _ CONTINUE
INTERVIEWER READ ................................ 0 _ GO TO K2

There are five sections in this booklet. I will instruct you when to begin each section and when you have completed a section, let me know. We will review the instructions for each section before you begin and, if at any time you have any questions, please ask. Do you have any questions before we start?

K2. IS THIS INTERVIEWER ADMINISTERED?

YES ................ 01 _ READ INTRO 2
NO ................ 00 _ READ INTRO 1

INTRO 1: Please open your booklet to Section I.

The following questions are asked to find out how you have felt about yourself and your life during the past week. There are no right or wrong answers.

Please circle the number that best describes how often you felt or behaved this way for each statement during the past week. The numbers have the following meanings:

1 means rarely or none of the time, that is, less than one day this past week
2 means some or a little of the time, that is, one to two days this past week
3 means occasionally or a moderate amount of time, that is, three to four days and
4 means most or all of the time, that is, five to seven days

**INTERVIEWER:** INSTRUCT SM/RESPONDENT TO BEGIN SECTION I. GO TO L1.

INTRO 2: The following questions are asked to find out how you have felt about yourself and your life during the past week. There are no right or wrong answers. Using Card F, please tell me which answer best describes how often you felt or behaved this way for each statement during the past week. You can just give me the number (1,2,3, or 4) if you like.

| During the past week | Rarely (Less than 1 Day) | Some (1-2 Days) | Occasionally (3-4 Days) | Most (5-7 Days) |
|---|---|---|---|---|
| a. I was bothered by things that usually don't bother me | 1 | 2 | 3 | 4 |
| b. I did not feel like eating, my appetite was poor | 1 | 2 | 3 | 4 |
| c. I felt that I could not shake off the blues even with help from my family or friends | 1 | 2 | 3 | 4 |
| d. I felt that I was just as good as other people | 1 | 2 | 3 | 4 |
| e. I had trouble keeping my mind on what I was doing | 1 | 2 | 3 | 4 |
| f. I felt depressed | 1 | 2 | 3 | 4 |
| g. I felt that everything I did was an effort | 1 | 2 | 3 | 4 |
| h. I felt hopeful about the future | 1 | 2 | 3 | 4 |
| i. I thought my life had been a failure | 1 | 2 | 3 | 4 |
| j. I felt fearful | 1 | 2 | 3 | 4 |
| k. My sleep was restless | 1 | 2 | 3 | 4 |
| l. I was happy | 1 | 2 | 3 | 4 |
| m. I talked less than usual | 1 | 2 | 3 | 4 |
| n. I felt lonely | 1 | 2 | 3 | 4 |
| o. People were unfriendly | 1 | 2 | 3 | 4 |
| p. I enjoyed life | 1 | 2 | 3 | 4 |
| q. I had crying spells | 1 | 2 | 3 | 4 |
| r. I felt sad | 1 | 2 | 3 | 4 |
| s. I felt that people disliked me | 1 | 2 | 3 | 4 |
| t. I could not get "going" | 1 | 2 | 3 | 4 |

END OF SELF-ADMINISTERED SECTION I.

## L. DOMESTIC VIOLENCE - SELF-ADMINISTERED SECTION II

L1. **INTERVIEWER:** IS SM/RESPONDENT USING SAQ BOOKLET?

| | | |
|---|---|---|
| YES | 1 _ READ INTRO 1 | |
| NO | 2 _ READ INTRO 2 | |

INTRO 1: Now please turn to Section II in the booklet. For this set of questions it is important to follow the arrows. If you answer "YES" to any question in the first column, you must answer L3 and L4 in the last two columns. DEMONSTRATE USING BOOKLET.

Also, please note that you must circle either "YES" or "NO" for each category in L3.

All of the questions in this section are asking about the time since (RA DATE) so when you see the words "RA DATE," please think of that date.

**INTERVIEWER:** RECORD RA DATE IN SAQ SECTION II.

If you have any questions regarding this section, please ask at any time.

**INTERVIEWER:** INSTRUCT SM/RESPONDENT TO BEGIN SECTION II. GO TO M1

INTRO 2: This series of questions can be considered sensitive. Before we begin, I want to remind you that all your answers are confidential. Also, each of the questions in this section are asking about the time since (RA DATE).

| L2 | L3 | L4 |
|---|---|---|
| Since (RA DATE), did anyone ever | When this happened, was the person or people who did these things your (READ a-j) | How long ago did the most recent event happen? |
| a. Yell at you all the time, put you down on purpose, or call you names in order to make you feel bad about yourself as a person?<br>YES 1 _ ASK L3<br>NO 2 _ GO TO L2b | CIRCLE ONE CODE FOR EACH<br>YES NO<br>a. Husband/wife? 1 2<br>b. Ex-husband/ex-wife? 1 2<br>c. Boyfriend/girlfriend? 1 2<br>d. Ex-boyfriend/ex-girlfriend? 1 2<br>e. Female/male partner (current or past)? 1 2<br>f. Parent or stepparent? 1 2<br>g. Other family member? 1 2<br>h. Someone at your job? 1 2<br>i. A stranger? 1 2<br>j. Someone else? 1 2 | Within past 7 days 1<br>A week ago 2<br>A month ago 3<br>Six months ago 4<br>A year ago 5<br>Two years ago 6<br>More than 2 years ago 7 |
| b. Try to control your every move?<br>YES 1 _ ASK L3<br>NO 2 _ GO TO L2c | CIRCLE ONE CODE FOR EACH<br>YES NO<br>a. Husband/wife? 1 2<br>b. Ex-husband/ex-wife? 1 2<br>c. Boyfriend/girlfriend? 1 2<br>d. Ex-boyfriend/ex-girlfriend? 1 2<br>e. Female/male partner (current or past)? 1 2<br>f. Parent or stepparent? 1 2<br>g. Other family member? 1 2<br>h. Someone at your job? 1 2<br>i. A stranger? 1 2<br>j. Someone else? 1 2 | Within past 7 days 1<br>A week ago 2<br>A month ago 3<br>Six months ago 4<br>A year ago 5<br>Two years ago 6<br>More than 2 years ago 7 |

| L2 | L3 | L4 |
|---|---|---|
| Since (RA DATE), did anyone ever | When this happened, was the person or people who did these things your (READ a-j) | How long ago did the most recent event happen? |
| c. Threaten you with physical harm?<br>YES 1 _ ASK L3<br>NO 2 _ GO TO L2d | CIRCLE ONE CODE FOR EACH<br>YES NO<br>a Husband/wife? 1 2<br>b Ex-husband/ex-wife? 1 2<br>c Boyfriend/girlfriend? 1 2<br>d Ex-boyfriend/ex-girlfriend? 1 2<br>e Female/male partner (current or past)? 1 2<br>f Parent or stepparent? 1 2<br>g Other family member? 1 2<br>h Someone at your job? 1 2<br>i A stranger? 1 2<br>j Someone else? 1 2 | Within past 7 days 1<br>A week ago 2<br>A month ago 3<br>Six months ago 4<br>A year ago 5<br>Two years ago 6<br>More than 2 years ago 7 |
| d. Force you into sexual activities?<br>YES 1 _ ASK L3<br>NO 2 _ GO TO L2e | CIRCLE ONE CODE FOR EACH<br>YES NO<br>a Husband/wife? 1 2<br>b Ex-husband/ex-wife? 1 2<br>c Boyfriend/girlfriend? 1 2<br>d Ex-boyfriend/ex-girlfriend? 1 2<br>e Female/male partner (current or past)? 1 2<br>f Parent or stepparent? 1 2<br>g Other family member? 1 2<br>h Someone at your job? 1 2<br>i A stranger? 1 2<br>j Someone else? 1 2 | Within past 7 days 1<br>A week ago 2<br>A month ago 3<br>Six months ago 4<br>A year ago 5<br>Two years ago 6<br>More than 2 years ago 7 |
| e. Hit, slap, kick, or otherwise physically harm you?<br>YES 1 _ ASK L3<br>NO 2 _ GO TO NEXT PAGE, M1 | CIRCLE ONE CODE FOR EACH<br>YES NO<br>a Husband/wife? 1 2<br>b Ex-husband/ex-wife? 1 2<br>c Boyfriend/girlfriend? 1 2<br>d Ex-boyfriend/ex-girlfriend? 1 2<br>e Female/male partner (current or past)? 1 2<br>f Parent or stepparent? 1 2<br>g Other family member? 1 2<br>h Someone at your job? 1 2<br>i A stranger? 1 2<br>j Someone else? 1 2 | Within past 7 days 1<br>A week ago 2<br>A month ago 3<br>Six months ago 4<br>A year ago 5<br>Two years ago 6<br>More than 2 years ago 7 |

END OF SELF-ADMINISTERED SECTION II.

## M. BARRIERS TO EMPLOYMENT - SELF-ADMINISTERED SECTION III

M1. **INTERVIEWER:** IS SM/RESPONDENT USING SAQ BOOKLET?

| | |
|---|---|
| YES | 1 _ READ INTRO 1 |
| NO | 0 _ READ INTRO 2 |

INTRO 1: Please turn to Section III.

Again, please think about the time since (RA DATE) when answering these questions.

**INTERVIEWER:** RECORD RA DATE IN SECTION III OF SELF-ADMINISTERED BOOKLET.

For this set of questions it is important to follow the arrows. If you answer "YES" to any of the questions, you must answer question "a". DEMONSTRATE USING BOOKLET. Also, please note that you must circle "YES" or "NO" for every answer choice in each question "a".

**INTERVIEWER:** INSTRUCT SM/RESPONDENT TO BEGIN SECTION III. GO TO N1

INTRO 2: Some women and men find that some of the people who are important to them don't want them to work. Some have said people such as their spouses or partners, friends, or other family members did things that made it difficult to find or keep a job. Here is a list of those things. I'd like to know what was true for you since (RA DATE).

| | | | |
|---|---|---|---|
| M2 Since (RA DATE), has it ever been difficult for you to find or keep a job because someone tried to discourage you from finding a job or going to work? | M2a. Who made it difficult? Was it … (READ a-f)<br>CIRCLE ONE CODE FOR EACH | YES | NO |
| | a Your current or former spouse, boyfriend or girlfriend? | 1 | 2 |
| | b Your friend(s)? | 1 | 2 |
| YES 1 _ GO TO M2a | c Your parent or stepparent? | 1 | 2 |
| | d Your children? | 1 | 2 |
| NO 2 _ GO TO M3 | e Other family member? | 1 | 2 |
| | f Someone else? | 1 | 2 |
| M3 Since (RA DATE), has it ever been difficult for you to find or keep a job because someone made you feel guilty about working? | M3a. Who made it difficult? Was it … (READ a-f)<br>CIRCLE ONE CODE FOR EACH | YES | NO |
| | a Your current or former spouse, boyfriend or girlfriend? | 1 | 2 |
| YES 1 _ GO TO M3a | b Your friend(s)? | 1 | 2 |
| | c Your parent or stepparent? | 1 | 2 |
| NO 2 _ GO TO M4 | d Your children? | 1 | 2 |
| | e Other family member? | 1 | 2 |
| | f Someone else? | 1 | 2 |
| M4 Since (RA DATE), has it ever been difficult for you to find or keep a job because someone refused to help you, or went back on promises to help you, with child care, transportation, or housework? | M4a. Who made it difficult? Was it … (READ a-f)<br>CIRCLE ONE CODE FOR EACH | YES | NO |
| | a Your current or former spouse, boyfriend or girlfriend? | 1 | 2 |
| | b Your friend(s)? | 1 | 2 |
| | c Your parent or stepparent? | 1 | 2 |
| YES 1 _ GO TO M4a | d Your children? | 1 | 2 |
| | e Other family member? | 1 | 2 |
| NO 2 _ GO TO M5 | f Someone else? | 1 | 2 |
| M5 Since (RA DATE), has it ever been difficult for you to find or keep a job because someone made it difficult for you to attend or complete programs or classes that would help you get a good job? | M5a. Who made it difficult? Was it … (READ a-f)<br>CIRCLE ONE CODE FOR EACH | YES | NO |
| | a Your current or former spouse, boyfriend or girlfriend? | 1 | 2 |
| | b Your friend(s)? | 1 | 2 |
| | c Your parent or stepparent? | 1 | 2 |
| YES 1 _ GO TO M5a | d Your children? | 1 | 2 |
| | e Other family member? | 1 | 2 |
| NO 2 _ GO TO M6 | f Someone else? | 1 | 2 |

M6 Since [RA DATE], has it ever been difficult for you to find or keep a job because someone harassed you with telephone calls at your job?

YES 1 _ GO TO M6a

NO 2 _ GO TO M7

M6a Who made it difficult? Was it ... [READ a-f]

CIRCLE ONE CODE FOR EACH

| | | YES | NO |
|---|---|---|---|
| a | Your current or former spouse, boyfriend or girlfriend? | 1 | 2 |
| b | Your friend(s)? | 1 | 2 |
| c | Your parent or stepparent? | 1 | 2 |
| d | Your children? | 1 | 2 |
| e | Other family member? | 1 | 2 |
| f | Someone else? | 1 | 2 |

M7 Since [RA DATE], has it ever been difficult for you to find or keep a job because someone has shown up at your job and harassed or bothered you?

YES 1 _ GO TO M7a

NO 2 _ GO TO M8

M7a Who made it difficult? Was it ... [READ a-f]

CIRCLE ONE CODE FOR EACH

| | | YES | NO |
|---|---|---|---|
| a | Your current or former spouse, boyfriend or girlfriend? | 1 | 2 |
| b | Your friend(s)? | 1 | 2 |
| c | Your parent or stepparent? | 1 | 2 |
| d | Your children? | 1 | 2 |
| e | Other family member? | 1 | 2 |
| f | Someone else? | 1 | 2 |

M8 Since [RA DATE], has anyone ever caused you to lose or quit your job?

YES 1 _ GO TO M8a

NO 2 _ GO TO M9

M8a Who made it difficult? Was it ... [READ a-f]

CIRCLE ONE CODE FOR EACH

| | | YES | NO |
|---|---|---|---|
| a | Your current or former spouse, boyfriend or girlfriend? | 1 | 2 |
| b | Your friend(s)? | 1 | 2 |
| c | Your parent or stepparent? | 1 | 2 |
| d | Your children? | 1 | 2 |
| e | Other family member? | 1 | 2 |
| f | Someone else? | 1 | 2 |

M9 Since [RA DATE], has anyone ever prevented you from finding a job or going to work?

YES 1 _ GO TO M9a

NO 2 _ GO TO M10

M9a Who made it difficult? Was it ... [READ a-f]

CIRCLE ONE CODE FOR EACH

| | | YES | NO |
|---|---|---|---|
| a | Your current or former spouse, boyfriend or girlfriend? | 1 | 2 |
| b | Your friend(s)? | 1 | 2 |
| c | Your parent or stepparent? | 1 | 2 |
| d | Your children? | 1 | 2 |
| e | Other family member? | 1 | 2 |
| f | Someone else? | 1 | 2 |

M10 Think about the people whose opinions you listen to most. Since [RA DATE], did you ever have disagreements with anyone about whether or not you worked?

YES 1 _ GO TO M10a

NO 2 _ GO TO SECTION N

M10a Who made it difficult? Was it ... [READ a-f]

CIRCLE ONE CODE FOR EACH

| | | YES | NO |
|---|---|---|---|
| a | Your current or former spouse, boyfriend or girlfriend? | 1 | 2 |
| b | Your friend(s)? | 1 | 2 |
| c | Your parent or stepparent? | 1 | 2 |
| d | Your children? | 1 | 2 |
| e | Other family member? | 1 | 2 |
| f | Someone else? | 1 | 2 |

M11 Did you disagree because you wanted to work and they didn't want you to work?

YES 1
NO 2

END OF SELF-ADMINISTERED SECTION III

**INTERVIEWER INSTRUCTION:** IF NO FOCAL CHILD, GO TO SECTION P.

## N. SOCIAL COMPETENCE SUBSCALE - SELF-ADMINISTERED SECTION IV

N1. JOBS 2

**INTERVIEWER:** IS SM/RESPONDENT USING SAQ BOOKLET?

| | |
|---|---|
| YES | 1 _ READ INTRO 1 |
| NO | 0 _ READ INTRO 2 |

INTRO 1: Please turn to Section IV.

Different children have different personalities and different good qualities. Please read the statements below and circle a number to show how much each statement describes (FOCAL CHILD). Circle a number between "0" and "10," where "0" means "not at all like my child" and "10" means "totally like my child." You may use any number between 0 and 10 to show how much like your child each description is.

**INTERVIEWER:** INSTRUCT SM/RESPONDENT TO BEGIN SECTION IV. GO TO O1

INTRO 2: Different children have different personalities and different good qualities. Using a scale of "0 to 10" when "0" means "not at all like your child" and "10" means "totally like your child," please tell me how well each statement describes (FOCAL CHILD). You may use any number between 0 and 10 to show how much like your child each description is.

| | | Not at all like my child | | | | | | | | Totally like my child | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | My child | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| a. | Is warm, loving | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| b. | Gets along well with other children | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| c. | Is admired and well-liked by other children | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| d. | Shows concern for other people's feelings | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| e. | Is helpful and cooperative | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| f. | Is considerate and thoughtful of other children | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| g. | Tends to give, lend, and share | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

END OF SELF-ADMINISTERED SECTION IV

## O. BEHAVIOR PROBLEMS INDEX - SELF-ADMINISTERED SECTION V

O1. **INTERVIEWER:** IS SM/RESPONDENT USING SAQ BOOKLET?

| | |
|---|---|
| YES | 1 _ READ INTRO 1 |
| NO | 0 _ READ INTRO 2 |

INTRO 1: Please turn to Section V.

Here are some statements that describe behavior problems many children have. Please read each item and thinking of the past 3 months, circle "1" if the behavior has been not true, "02" if the behavior has been sometimes true, or "3" if the behavior has been often true for (FOCAL CHILD).

**INTERVIEWER:** INSTRUCT SM/RESPONDENT TO BEGIN SECTION V. GO TO P1

INTRO 2: Here are some statements that describe behavior problems many children have. For each statement, please look at Card E and thinking of the past 3 months, tell me if each behavior is not true, sometimes true, or often true for (FOCAL CHILD). For example, [READ ITEM a]. Has this been not true, sometimes true, or often true of your child during the past three months? You can use the numbers 1, 2, or 3 for your answer if you like. REPEAT TIME REFERENCE AS NEEDED.

| | Not True | Sometimes True | Often True |
|---|---|---|---|
| a. Has sudden changes in mood or feelings | 1 | 2 | 3 |
| b. Feels or complains that no one loves (him/her) | 1 | 2 | 3 |
| c. Is rather high strung, tense, or nervous | 1 | 2 | 3 |
| d. Cheats or tells lies | 1 | 2 | 3 |
| e. Is too fearful or anxious | 1 | 2 | 3 |
| f. Argues too much | 1 | 2 | 3 |
| g. Has difficulty concentrating or cannot pay attention for long | 1 | 2 | 3 |
| h. Is easily confused or seems to be in a fog | 1 | 2 | 3 |
| i. Bullies, or is cruel or mean to others | 1 | 2 | 3 |
| j. Is disobedient at home | 1 | 2 | 3 |
| k. Does not seem to feel sorry after (he/she) misbehaves | 1 | 2 | 3 |
| l. Has trouble getting along with other children | 1 | 2 | 3 |
| m. Is impulsive, or acts without thinking | 1 | 2 | 3 |
| n. Feels worthless or inferior | 1 | 2 | 3 |
| o. Is not liked by other children | 1 | 2 | 3 |
| p. Has a lot of difficulty getting (his/her) mind off certain thoughts or has obsessions | 1 | 2 | 3 |
| q. Is restless or overly active; cannot sit still | 1 | 2 | 3 |
| r. Is stubborn, sullen, or irritable | 1 | 2 | 3 |
| s. Has a very strong temper and loses it easily | 1 | 2 | 3 |
| t. Is unhappy, sad or depressed | 1 | 2 | 3 |
| u. Is withdrawn or does not get involved with others | 1 | 2 | 3 |
| v. Breaks things on purpose, deliberately destroys own or others' things | 1 | 2 | 3 |
| w. Clings to adults | 1 | 2 | 3 |
| x. Cries too much | 1 | 2 | 3 |
| y. Demands a lot of attention | 1 | 2 | 3 |
| z. Is too dependent on others | 1 | 2 | 3 |

END OF SELF-ADMINISTERED SECTION V

## P. MATERIAL HARDSHIP SCALE

P1. Now I have some questions about how things are going for you these days.

MFIP

Please tell me how much do you agree or disagree with each of the following statements.

| | Strongly Agree | Somewhat Agree | Somewhat Disagree | Strongly Disagree | DON'T KNOW | REFUSED |
|---|---|---|---|---|---|---|
| a. My financial situation is better than it's been in a long time. Do you (READ RESPONSE CATEGORIES) | 1 | 2 | 3 | 4 | 8 | 7 |
| b. I worry about having enough money in the future. (Do you . . .) | 1 | 2 | 3 | 4 | 8 | 7 |
| c. These days I can generally afford to buy the things we need. (Do you . . .) | 1 | 2 | 3 | 4 | 8 | 7 |
| d. There never seems to be enough money to buy something or go somewhere just for fun. (Do you . . .) | 1 | 2 | 3 | 4 | 8 | 7 |

**INTERVIEWER INSTRUCTION:** IF NO FOCAL CHILD, GO TO SECTION R.

## Q. PARENTING

Q1. The next few questions are about what it's like to raise (FOCAL CHILD). Looking at Card G, please tell me how much during the past month have you . . .

| | All of the Time | Most of the Time | Some of the Time | None of the Time |
|---|---|---|---|---|
| a. felt being a parent is harder than you thought it would be? | 1 | 2 | 3 | 4 |
| b. felt there are things your child does that really bother you a lot? | 1 | 2 | 3 | 4 |
| c. felt you are giving up more of your life to meet your child's needs than you ever expected? | 1 | 2 | 3 | 4 |
| d. felt trapped by your responsibilities as a parent? | 1 | 2 | 3 | 4 |
| e. felt angry with your child? | 1 | 2 | 3 | 4 |
| f. felt your child is much harder to care for than most? | 1 | 2 | 3 | 4 |

Please look at Card H.

Q2. How often is (FOCAL CHILD) *expected* to do each of the following?

NLSY

| | Almost Never | Less Than 1/2 the Time | 1/2 the Time | More than 1/2 the Time | Almost Always |
|---|---|---|---|---|---|
| a. Make (his/her) own bed? | 1 | 2 | 3 | 4 | 5 |
| b. Clean (his/her) own room? | 1 | 2 | 3 | 4 | 5 |
| c. Clean up after spills? | 1 | 2 | 3 | 4 | 5 |
| d. Bathe (himself/herself)? | 1 | 2 | 3 | 4 | 5 |
| e. Pick up after (himself/herself)? | 1 | 2 | 3 | 4 | 5 |

Q3. Sometimes kids mind pretty well and sometimes they don't. Sometimes they do things that make you feel good and sometimes they don't. Thinking of (FOCAL CHILD), how many times in the *past week* have you . . .

NC42

**INTERVIEWER:** IF SM/RESPONDENT SAYS "EVERYDAY" OR "ALL THE TIME", PROBE FOR SPECIFIC NUMBER OF TIMES. IF SM/RESPONDENT CANNOT PROVIDE SPECIFIC NUMBER OF TIMES, CIRCLE CODE "97" OR "99" AS NEEDED.

| | | TIMES | EVERY DAY | ALL THE TIME |
|---|---|---|---|---|
| a | gotten really angry or lost your temper with (him/her)? | \|__\|__\| | 97 | 99 |
| b | had to scold, yell at, or threaten (him/her)? | \|__\|__\| | 97 | 99 |
| c | had to spank (him/her)? | \|__\|__\| | 97 | 99 |
| d | grounded (him/her)? | \|__\|__\| | 97 | 99 |
| e | taken away TV or other privileges? | \|__\|__\| | 97 | 99 |
| f | sent (FOCAL CHILD) to (his/her) room? | \|__\|__\| | 97 | 99 |
| g | taken away (his/her) allowance? | \|__\|__\| | 97 | 99 |
| h | shown (FOCAL CHILD) physical affection (kiss, hug, stroke hair, etc.)? | \|__\|__\| | 97 | 99 |
| i | praised (FOCAL CHILD) for doing something worthwhile? | \|__\|__\| | 97 | 99 |
| j | told another adult something positive about (FOCAL CHILD)? | \|__\|__\| | 97 | 99 |

Q4. Sometimes children get so angry at the, parents that they say things like "I hate you" or swear in a temper tantrum. For each of the following, please tell me if you would take this type of action if that happened.

NLSY

| | | CIRCLE "YES" OR "NO" FOR EACH | |
|---|---|---|---|
| | | YES | NO |
| a | Grounding/not letting (him/her) go out | 1 | 2 |
| b | Spanking | 1 | 2 |
| c | Talk with child | 1 | 2 |
| d | Give (him/her) a household chore | 1 | 2 |
| e | Ignore it | 1 | 2 |
| f | Send to (his/her) room for more than 1 hour | 1 | 2 |
| g | Take away (his/her) allowance | 1 | 2 |
| h | Take away TV or other privileges | 1 | 2 |
| i | Anything else? (SPECIFY) | 1 | 2 |

Q5. Please look at Card I. Different children need different amounts of supervision. How often do you . . .

NICHD

| | | Almost Never | Sometimes | Often | Almost Always | Always | Not Applicable |
|---|---|---|---|---|---|---|---|
| a | know who (FOCAL CHILD) is with when (he/she) is away from home (and not in school)? Is it almost never, sometimes, often, almost always, or always? | 1 | 2 | 3 | 4 | 5 | 7 |
| b | know when to expect (FOCAL CHILD) home when (he/she) is away from home (and not in school)? | 1 | 2 | 3 | 4 | 5 | 7 |
| c | know where (FOCAL CHILD) is when (he/she) is away from home (and not in school)? | 1 | 2 | 3 | 4 | 5 | 7 |
| d | know if (he/she) arrived back home when (he/she) was supposed to? | 1 | 2 | 3 | 4 | 5 | 7 |
| e | know which TV programs (he/she) watches? | 1 | 2 | 3 | 4 | 5 | 7 |
| f | know what (FOCAL CHILD's) homework assignments are? | 1 | 2 | 3 | 4 | 5 | 7 |
| g | know whether (FOCAL CHILD) has finished any homework? | 1 | 2 | 3 | 4 | 5 | 7 |

## R. CONTACT INFORMATION

Those are all of the questions I have to ask you today. Thank you for meeting with me to complete the survey. I would like to confirm your address and phone number.

Is (READ ADDRESS ON FACE SHEET OR ADDRESS RESPONDENT IS LOCATED AT IF DIFFERENT) your current address?

| | |
|---|---|
| YES | 1 |
| NO | 2 |

IF NO: Please give me your correct address. READ BACK THE ADDRESS INFORMATION TO RESPONDENT SPELL THE WORDS WHEN NECESSARY.

STREET ______________________________

CITY ____________________ STATE __________ ZIP __________

PHONE ______________________________

Lastly, I am going to give you $25 to compensate you for your time. (HAVE RESPONDENT SIGN RECEIPT FOR MONEY PAID.)

END TIME ________ ________
TOTAL TIME ________ ________
INTERVIEWER INITIALS ________

## S. INTERVIEWER RATINGS

**HOME**

**INTERVIEWER INSTRUCTION:** IF NO FOCAL CHILD IN HOUSEHOLD, GO TO S1F

S1. Did you observe (FOCAL CHILD) and (SM/RESPONDENT) together at any time?

NLSY

YES . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1
NO . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2

| | | YES | NO | NOT OBSERVED |
|---|---|---|---|---|
| A | (SM/RESPONDENT) Encouraged child to contribute To the conversation | 1 | 2 | 4 |
| B | (SM/RESPONDENT) Answered child's questions or Requests verbally | 1 | 2 | 4 |
| C | (SM/RESPONDENT) Conversed with child excluding scolding or suspicious comments | 1 | 2 | 4 |
| D | (SM/RESPONDENT) Introduced interviewer to child by name | 1 | 2 | 4 |
| E | (SM/RESPONDENT)'s voice conveyed positive feeling about this child | 1 | 2 | 4 |
| F | Interior of the home is dark or perceptually monotonous | 1 | 2 | 4 |
| G | All visible rooms of the house/apartment are reasonably clean | 1 | 2 | 4 |
| H | All visible rooms of the house/apartment are uncluttered or minimally cluttered | 1 | 2 | 4 |
| I | Building has potentially dangerous structural or Health hazards within a school-aged child's range (e.G., Falling plaster, peeling paint, rodents, glass, Poisons and cleaning materials, flames and heat Frayed electrical wires) | 1 | 2 | 4 |

**NEIGHBORHOOD**

S2. Within one or two blocks of SM/RESPONDENT's home, were there any of the following things?

JOBS 5

| | | YES | NO |
|---|---|---|---|
| a | Teenagers hanging out on the street? | 1 | 2 |
| b | Vacant lots? | 1 | 2 |
| c | Litter and garbage on the street or sidewalk? | 1 | 2 |
| d | Abandoned or boarded up houses or buildings? | 1 | 2 |
| e | Vandalism such as broken windows or graffiti? | 1 | 2 |
| f | Foliage/landscaping (trees, grass, plantings)? | 1 | 2 |

**INTERVIEWER INSTRUCTION:** REVIEW THE SECTIONS OF THE SAQ THAT WERE SELF- ADMINISTERED BEFORE GOING ON TO THE NEXT SECTION

S3. What portion of (SAQ SECTION) did you administer?

| | | ALL | SOME | NONE |
|---|---|---|---|---|
| a | Section K Depression Scale | 1 | 2 | 3 |
| b | Section L Domestic Violence | 1 | 2 | 3 |
| c | Secion M Barriers to Employment | 1 | 2 | 3 |
| d | Section N Social Competence Subscale | 1 | 2 | 3 |
| e | Section O Behavior Problems Index | 1 | 2 | 3 |

# Federal Data Sources

Table 1 provides a list of federal data resources for those who wish to conduct an evaluation of their welfare reform programs, but who do not have the resources to collect data. These data resources can complement collection efforts at the state or local level. Table 2 sorts the data available from the surveys described in Table 1 by the domains used in the Common Core of Constructs. For example, using the National Health Interview Survey (NHIS) one can calculate the "percent of children who are often unhappy, sad, or depressed," or one can use the Uniform Crime Reports to determine juvenile arrest rates. While there is no "demographics" domain in the common core, these data could be very useful for studies of state-level child outcomes. Domains which do not appear in Table 2 (e.g., absent parent involvement, stability and turbulence) are not represented in the data available from these federal data sources.

The information in these tables comes directly from: *A Guide to State and Local-Level Indicators of Child Well-Being Available Through the Federal Statistical System*, by Brett Brown, Ph.D. and Christopher Botsko, M.A., April 1996. More detailed information about these and other surveys can be found in that guide, available from Child Trends.

## Table 1: List of Federal Data Resources

| SURVEY | DESCRIPTION | PERIODICITY | GEOGRAPHIC COVERAGE | CONTACT INFORMATION |
|---|---|---|---|---|
| Current Population Surveys (CPS) | Large, nationally representative survey administered by the Bureau of the Census. | Administered monthly with special supplements every year in March and October, and every other year in April. | By combining several years of data, estimates can be produced for most states and the largest metropolitan areas. | Census Data User Services<br>Bureau of the Census<br>Washington, D.C. 20233-8500<br>(301) 457-4100 |
| Decennial Census | Designed to provide a complete count of the population of the United States. | Every ten years. The next census will be in the year 2000. | Detailed population data for all parts of the United States and its possessions. | Census Data User Services<br>(see above) |
| National Assessment of Educational Progress (NAEP) | Designed to monitor the knowledge, skills and performance of the nation's young people. | Biennially. | National data and state data for 44 states. | National Data Resource Center<br>Elementary and Secondary Education Statistics Division<br>National Center for Education Statistics<br>555 New Jersey Avenue, NW<br>Washington, D.C. 20208-5651<br>(703) 845-3151 |
| Common Core of Data (CCD) | Provides basic information and descriptive statistics on public elementary and secondary schools and schooling. | Annual. | For many measures, data are available for the 50 states, D.C., American Samoa, Guam, Northern Marianas, Puerto Rico, the U.S. Virgin Islands, all school districts, and individual schools. | National Data Resource Center<br>(see above) |
| Schools and Staffing Survey (SASS) | Designed to provide information on the nation's elementary and secondary teaching force; aspects of teacher supply and demand; teacher workplace conditions; characteristics of school administrators; and school policies and practices. | 1987-88<br>1990-91<br>1993-94<br>1998-99 | All 50 states and the District of Columbia. | National Data Resource Center<br>(see above) |
| Vital Statistics System | Collects data on birth, death, fetal death, marriage, and divorce. | Data collected monthly from most states, but most data is reported annually. | All 50 states and the District of Columbia. | Division of Vital Statistics<br>National Center for Health Statistics<br>Centers for Disease Control and Prevention<br>6525 Belcrest Road, Room 840<br>Hyattsville, Maryland, 20782<br>(301) 436-8500 |
| Youth Risk Behavior Surveillance System (YRBSS) | Designed to monitor six categories of health risk behaviors among adolescents in grades 9 through 12: behaviors contributing to intentional and unintentional injuries; tobacco use; alcohol and other drug use; sexual behavior; dietary behaviors; and physical activity. | Every two years. | National representation and representation from 39 states, 16 cities, and 4 U.S. possessions. | Centers for Disease Control and Prevention<br>4770 Buford Highway<br>Mail Stop K33<br>Atlanta, Georgia 30341-3724 |

| SURVEY | DESCRIPTION | PERIODICITY | GEOGRAPHIC COVERAGE | CONTACT INFORMATION |
|---|---|---|---|---|
| Behavioral Risk Factor Surveillance System (BRFSS) | Annual telephone survey of adults ages 18 and older that measures and tracks modifiable risk factors for chronic diseases and other leading causes of death. | Annual, but some measures only available every other year. | All 50 states, the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands. | Behavioral Surveillance Branch<br>National Center for Chronic Disease Prevention and Health Promotion<br>Centers for Disease Control and Prevention<br>U.S. Department of Health and Human Services<br>Mail Stop K-30<br>4770 Buford Highway, NE<br>Atlanta, GA 30341-3724<br>(770) 488-5292 |
| National Immunization Survey (NIS) | A continuous survey designed to provide quarterly estimates on levels of immunizations among children ages 19-35 months. | Ongoing | All 50 states and the District of Columbia, and 27 urban areas. | National Immunization Program<br>Centers for Disease Control and Prevention<br>Public Health Service<br>U.S. Department of Health and Human Services<br>12 Corporate Square/5th Floor<br>Atlanta, Georgia 30329<br>(404) 639-8392 |
| National Health Interview Survey (NHIS) | Monitors the health status, health care utilization, and health-related behaviors of the U.S. population. | Annual | Before 1995 the survey was not designed to yield representative state-level estimates. By the year 2000 state-specific estimates based on three-year averages should be available. | Illness and Disability Statistics Branch<br>Division of Health Interview Statistics<br>National Center for Health Statistics<br>(301) 436-7089<br>Survey Planning and Development Branch<br>Division of Health Interview Statistics<br>National Center for Health Statistics<br>(301) 436-7093 |
| Sexually Transmitted Diseases Surveillance System (STD) | Detailed demographic and clinical data on cases of congenital syphilis, gonorrhea, and other STDs. | Annual | All 50 states, the District of Columbia, and 63 cities with a population of 200,000 or more. | Information Technology and Services Office<br>National Center for HIV, STD, and TB Prevention<br>Centers for Disease Control and Prevention<br>1600 Clifton Road<br>Mail Stop E-06<br>Atlanta, GA 30333 |

| SURVEY | DESCRIPTION | PERIODICITY | GEOGRAPHIC COVERAGE | CONTACT INFORMATION |
|---|---|---|---|---|
| Pregnancy Risk Assessment Monitoring System (PRAMS) | Ongoing, population-based surveillance system that obtains self-reported behavioral information from new mothers | Monthly | IN, ME, MI, OK, WV, and Washington, D.C. began collecting data in 1988. AK began collecting data in 1990. AL, CA, FL, GA, IN, NY, SC, and WA began collecting data in 1993 | Centers for Disease Control<br>National Center for Chronic Disease<br>Prevention and Health Promotion<br>Division of Reproductive Health<br>Program Services and Development Branch<br>Mail Stop K-22<br>1600 Clifton Road, NE<br>Atlanta, GA 30333<br>(770) 488-5227 |
| Uniform Crime Reports (UCR) | Compiled by the FBI and are considered the definitive count of crimes known to the police | Annual | All 50 states and the District of Columbia, Counties, Metropolitan Statistical Areas (MSAs), many municipalities including smaller cities and towns | UCR<br>Criminal Justice and Information Services Division<br>FBI/GRB<br>Washington, DC 20535<br>(202) 324-5015 |

## Table 2: Federal Data by Domain

| CONSTRUCT | SURVEYS |
|---|---|
| Demographics (i.e., percent of children who are Hispanic children as a percentage of the population) | CPS<br>Census |
| Income | CPS<br>Census |
| Employment | CPS<br>Census |
| Psychological Well-being | NHIS |
| Family Formation | CPS<br>Census<br>Vital Statistics |
| Use of Health and Human Services | NHIS<br>CPS |
| Home Environment and Parenting Practices | NAEP<br>UCR |
| Education | NAEP<br>CPS<br>SASS<br>CCD |
| Health and Safety | NIS<br>NHIS<br>STD<br>BRFSS<br>YRBSS<br>PRAMS<br>Vital Statistics |
| Social and Emotional Adjustment | UCR<br>YRBSS |

APPENDIX C

# Description of Surveys and Measures From Which Sample Measures Were Drawn

## Scales

### Behavior Problems Index

The Behavior Problems Index (BPI) is a 28-item rating scale for parent reports of child behavior (age 4-17) developed by Zill and Peterson, based on earlier work by Thomas Achenbach.[84] This index has a demonstrated ability to discriminate between children who have received clinical treatment and those who have not, and taps some of the more common behavior syndromes in young people, namely, antisocial "acting out," distractible-hyperactive behavior, and depressed-withdrawn behavior.

### Center for Epidemiological Studies-Depression Scale

This is a widely used measure of depressive symptomatology in the general population,[85] and has been found to discriminate between clinically depressed patients and others. Scores on this scale can theoretically range from 0 (not at all depressed) to 60 (severely depressed). Scores of 16 or higher are considered to be indicative of a level of depression that places the person at risk of clinical depression; 20 percent of people in community samples score in this range.[86]

### Connell School Engagement Scale

James Connell and his colleagues at the Institute for Research and Reform in Education have developed a measure of children's engagement in school that is both reliable and valid.[87] Similar versions of this measure have been administered to more than 10,000 students, parents, and teachers as part of the Rochester Assessment Package for Schools (RAPS). A parent-report version of this scale is currently included in the National Survey of America's Families.

### Emlen Oregon Child Care Research Partnership Quality of Care Subscale

The Oregon Child Care Research Partnership is funded through a series of grants from state, federal, and private sources and conducts research on families using child care in Oregon. Arthur Emlen, Principal Investigator for the Oregon Child Care Research Partnership, has designed a brief scale measuring parents' perceptions of the quality of child care by conducting factor analyses of data collected from 862 parents pertaining to child care for their youngest child.

### Home Observation for Measurement of the Environment-Short Form

The Home Observation for Measurement of the Environment-Short Form (HOME-SF) is a modification of the HOME Inventory which examines the quality of a child's home environment.[88] The HOME-SF is appropriate for use in surveys, and consists of some parent-report and some interviewer ratings. The HOME-SF taps both the quality of the cognitive stimulation and emotional support provided by the child's parent.[89]

### Parent-Child Conflict Tactics Scale

The Parent-Child Conflict Tactics Scale was developed by Murray Straus at the Family Research Laboratory at the University of New Hampshire in 1979. Its purpose is to assess the extent to which a parent employs reasoning, verbal aggression, and physical aggression in disciplining his/her child.

### Positive Behaviors Scale-Social Competence Subscale

The Positive Behaviors Scale was developed for the New Chance demonstration study in order to address the need for a positive behavior scale for economically and educationally disadvantaged respondents. The New Chance Demonstration study was a program impact study of 2,088 young welfare mothers who had children as teenagers and dropped out of high school. The New Chance program was comprehensive and voluntary.

The sample is about half African-American non-Hispanic, one quarter Hispanic, and one-quarter white non-Hispanic. Data were collected in 16 sites, distributed among 10 states, at baseline (1991), 18 months later, and 42 months later.

**United States Department of Agriculture (USDA) Food Security Scale**
The USDA Food Security Scale was designed by researchers at the Food and Consumer Service in order to collect data on food shopping patterns, amount of money spent on food, and participation in food assistance programs. In addition, it allows researchers to measure whether or not a family is getting enough food and how a family copes with insufficient quantities of food. It has been used as a supplement to the Current Population Survey.

## Studies

**Early Head Start (EHS) National Evaluation Research Project**
The EHS research project is a five-year national evaluation study of Early Head Start in 17 sites across the country. The evaluation includes random intervention/control group assignment, as well as site-specific research components developed by local research partners. Assessments of the children and their families (approximately 2500) will be conducted when the children are 14, 24, and 36 months old.

**Indiana Survey**
The Indiana survey was fielded as part of the evaluation of Indiana's federal waivers. Families in all 92 counties in the state were randomly assigned to either the treatment group which is exposed to the waiver policies, or a control group, which is exposed to pre-reform policies. Indiana is one of the five states participating in the Project on State-Level Child Outcomes operational phase.

**Iowa Core Questionnaire**
The Iowa core questionnaire is part of the evaluation of Iowa's federal waivers. The Family Investment Program, Iowa's welfare reform waiver demonstration program, was implemented in the fall of 1993 and places an emphasis on client responsibility and employment in order to achieve self-sufficiency. The core questionnaire is being fielded via telephone to 3000 families. Iowa is one of the five states participating in the Project on State-Level Child Outcomes operational phase.

**Limited Benefit Plan Survey**
The Limited Benefit Plan Survey was a survey of families in Iowa whose cash benefits were terminated following assignment to the Limited Benefit Plan for failure to comply with work-related welfare reform requirements under the Family Investment Program. Families were surveyed during the benefit termination period of the Limited Benefit Plan.

**Milwaukee Survey**
The Milwaukee Survey was a survey of welfare applicants and former recipients in Milwaukee County, Wisconsin developed by Mathematica Policy Research. This survey was not used for data collection, but will be revised by Mathematica Policy Research to collect data on individuals subject to the Wisconsin Works program.

**Minnesota Family Investment Program Questionnaire**
The Minnesota Family Investment Program is an outgrowth of the recent changes in national welfare legislation which allowed states to design and implement welfare programs outside the requirements of the AFDC program, and required these states to conduct experimental studies of the results. The measures in this study were pretested in 1997 and fielded until spring 1998. Minnesota is one of the five states participating in the Project on State-Level Child Outcomes operational phase.

**National Evaluation of Welfare-to-Work Strategies (NEWWS) Child Outcome Study**
The NEWWS Child Outcomes Study, conducted by Child Trends under contract to MDRC, examines the impacts of the JOBS program on the well-being of children, drawing its sample from three JOBS sites. Families that had applied for or were receiving AFDC were randomly assigned to be in one of two program groups (the human capital development group or the labor force attachment group), or in a control group that was free of the mandate to participate in the JOBS Program yet eligible for all AFDC benefits. The experimental design of the evaluation permits an assessment of program impacts on children in families assigned to each of the experimental streams. Random assignment took place between September 1991 and January 1994, and follow-ups are being conducted two and five years after baseline.

**National Household Educational Survey (NHES)**
The NHES is an annual survey of between 60,000 and 75,000 households, selected through random digit dialing. The survey began in 1991, with additional surveys conducted in 1993, 1995, and 1996. It was designed to collect information on education-related issues that are best measured by contact with individuals rather than with schools. Topics covered include early childhood programs, child care, adult education, and civic participation.

**National Longitudinal Survey of Youth-1997 (NLSY-97)**
The NLSY-97, sponsored by the U.S. Department of Labor, examines preparation for labor force entry and work experience among youth. As such, it includes considerable information on education, income, family background, family processes, marriage, fertility and family planning, adolescent problem behaviors, child care, and maternal and child health, and is therefore a rich source of data for researchers interested in a wide range of child and family issues. A new cohort (NLSY-97) of approximately 12,000 youth ages 12 to 17 was fielded in 1997.

**National Survey of America's Families (NSAF)**
The NSAF, a survey intended to document trends in child and family well-being and explore the effects of recent changes in welfare laws, was in the field in 1997, with a follow-up planned for 1999. Low income families are over sampled, since they are most affected by welfare reform. To reflect the focus of the welfare laws, the NSAF was conducted in 13 states across the United States, allowing conclusions to be drawn both overall and for individual states. The NSAF is sponsored by the Urban Institute and Child Trends.

**New Hope**
Milwaukee's New Hope Project was a three-year, community-based demonstration serving residents of two inner-city zip codes. Households with incomes below 150 percent of the poverty line and an adult willing to work 30 hours a week or more were eligible. The program was designed to serve families headed by one or two parents, along with childless individuals and couples; it was open to people already working, unemployed, or on welfare. The New Hope demonstration was designed to test the idea that individuals and families can be lifted out of poverty, and will choose work over welfare, if adequate supports are provided to make work pay (e.g., access to child care and medical insurance, community-service jobs under some circumstances, wage supplements if needed). The survey was conducted two years after random assignment to either a treatment or control group. The evaluation sample is 1,357 families, with the 745 families with one or more children aged 3 to 12 participating in the family sub-study. Of these, 55-60% have two focal children (randomly selected if more than 2), and 40-45% have one child. The family study sample consists of about 55% African-Americans, 29% Hispanics, and 16% other (mostly white, with some Native Americans).

### NICHD Methods Project

The NICHD Methods Project at Child Trends was a multi-part project to improve the understanding and measurement of parenting during middle childhood. Included in this project was a 1997 pilot study of 300 mother-child dyads, evenly split among African-American, Mexican-American, and white. The sample was also stratified by neighborhood income, age of child (half were 6 to 8 years old, half were 9 to 11 years old), and gender of child. The scales piloted in the Methods Project measured several theoretically distinct aspects of the mother-child relationship.

### Panel Study of Income Dynamics

The PSID, begun in 1968, is a longitudinal survey of a representative sample of U.S. men, women, and children and the families in which they reside. Data on employment, income, wealth, housing, food expenditures, transfer income, and marital and fertility behavior are collected annually. Approximately 4,800 households were surveyed in 1968, and newly formed families have been added over time. Also, 2,000 Hispanic households were added in 1990 to balance the lack of immigrant families in the original sample. In 1997, the PSID supplemented the existing longitudinal study with information on parents and their children ages birth to twelve (PSID-CDS). Data are collected from both the parents and the children them-selves. The objective is to provide researchers with a comprehensive, nationally-representative data base of children and their families to study the process of child development as it relates to economic differences in the United States, including the consequences of maternal employment patterns, family structure changes, and poverty on child development. The collection of time-use diaries from the child and teacher are a unique supplement.

### Prospects Survey

The Prospects study is being conducted by the Office of Planning, Budget, and Evaluation of the U.S. Department of Education. Begun in 1991, it is an annual survey of three cohorts of children beginning in grades 1, 3, and 7 and continuing for six years. The study is designed to compare the educational achievement of those children with significant participation in Department of Education Chapter 1 programs and comparable children who did not receive Department of Education Chapter 1 services, and examine a range of cognitive, behavioral and affective outcome measures such as achievement, truancy, delinquency, school dropout rates, employment and earnings, and enrollment in postsecondary education.

### Survey of Income and Program Participation

The Survey of Income and Program Participation (SIPP) is funded and conducted by the U.S. Bureau of the Census. The first panel of SIPP was started in 1983. A new design was implemented in 1996 and will consist of about 50,000 households. Each panel is followed for 52 months and interviewed once every four months. The SIPP is a primary source of data on the demographic and economic situation of individuals and families in this country.

APPENDIX D

# Glossary of Commonly Used Terms

**Child Outcome:** An aspect of a child's development or well-being, e.g., health, school performance, or behavior.

**Conceptual model:** A framework for outlining the various pathways and child outcomes that may be important to examine in a study of welfare reform's effects on children.

**Construct:** A topic within a domain. For example, engagement in school, school attendance, and school performance are all constructs within the broader domain of educational outcomes.

**Control Group:** In an impact study, the control group consists of those people who are not subjected to a particular program or policy. (In impact studies, participants are randomly assigned to either a control group or a treatment group.)

**Correlation:** A statistically significant relationship between two or more variables.

**Domain:** An overarching term referring to a broad substantive topical area (e.g., educational outcomes).

**Family Cap:** A policy which does not allow for a family's benefits to be increased when a child is born more than nine months after the family began receiving benefits.

**Hypothesis:** A suggested solution to a problem, generally stated as a proposition. (A statistical hypothesis must either be accepted as true or rejected as false).

**Impact:** A measure of the effects of a policy or program.

**Impact Studies:** Studies in which participants are randomly assigned to either an experimental (or treatment) group, or to a control group. If the study is well-designed and implemented, causal implications can be drawn for the population in the study.

**Income Disregards:** The amount welfare recipients can earn before their benefits are reduced.

**Indicator:** A measure of a behavior, condition, or status that can be tracked over time, across people, and/or across geographic units.

**Inferential Study:** A study which attempts to assess causality. Because inferential studies are often concerned with being able to generalize the results beyond the study sample, an often important feature of these studies is selecting an unbiased or representative sample.

**Measure:** An item or set of items that provide a concrete way to assess a construct.

**Mixed Mode Survey:** A survey which employs more than one method of data collection. For example, a survey administered by telephone with an in-home follow-up of families who could not be reached by phone.

**Pathway:** The hypothesized avenue through which welfare reform can affect children.

**Population:** The group about which a researcher is trying to generalize when research is done on a sample. For example, the population of all welfare recipients in a given state is represented by the sample of welfare recipients in a survey.

**Random Assignment:** A process in which study participants have an equal chance of being assigned to either a treatment group or a control group.

**Reliability:** The reliability of a measure is determined by whether or not it measures the same thing over time and for different subgroups.

**Sample:** A representative group from a larger population, used to reach generalizations about that population.

**Sanctions:** Financial penalties for not following program rules.

**Skip Pattern:** The way a survey is structured so that questions follow in a logical order. For example, if a respondent does not have any school-aged children, the questionnaire would indicate that questions about school progress should not be asked.

**Social Indicator:** A measure reflecting the social condition of the population or some portion of the population. It may be a direct measure of well-being (e.g., percent with chronic health conditions), or indirect, measuring some condition of the social context known to affect the well-being of individuals (e.g., family income levels).

**Time Limits:** The total amount of time a family is eligible to receive welfare benefits.

**Treatment Group:** In an impact study, the treatment group consists of those people randomly assigned to be subjected to a particular program or policy.

**Validity:** The validity of a measure is determined by whether or not the measure assesses the concepts it was intended to assess.

**Variable:** A characteristic of some unit of observation, such as a person, a family, a classroom, or a city.

# References

1. For details about the range of studies that have been conducted or recently launched, see Zaslow, M., Tout, K., Smith, S., & Moore K., (1998). Implications of the 1996 welfare legislation for children: A research perspective. *Social Policy Report, 12(3),* 1-35.

2. Lyons-Ruth, K., Connnell, D. B., & Grunenbaum, H. U. (1990). Infants at social risk: Maternal depression and family support services as mediators of infant development and security of attachment. *Child Development, 61,* 85-98.

   Puckering, C. (1989). Annotation: Maternal depression. *Journal of Child Psychology and Psychiatry, 30,* 807-817.

   McLoyd, V. C., & Wilson, L. (1991). The strain of living poor: Parenting, social support, and child mental health. In A. C. Huston (Ed.), *Children in poverty: Child development and public policy* (pp. 105-157). New York, NY: Cambridge University Press.

3. Downey, G., & Coyne, J. C. (1990). Children of depressed parents: An integrative review. *Psychological Bulletin, 108,* 50-76.

4. K.A., Coiro, M.J., & Morrison, D.R. (1995). The Family Support Act and children: Potential pathways of influence. *Children and Youth Services Review, 17,* 231-249.

5. Ibid.

6. Ibid.

7. E.g., The New Hope Evaluation and The Child Outcomes Study of the National Evaluation of Welfare to Work Strategies.

8. Zaslow, M.J., Moore, K.A., Coiro, M.J., & Morrison, D.R. (1995). The Family Support Act and children: Potential pathways of influence. *Children and Youth Services Review, 17,* 231-249.

   Moore, K. M., Zaslow, M. J., Coiro, M. J., Miller, S. M., & Magenheim, E. B. (1995). *How well are they faring? AFDC families with preschool-aged children in Atlanta at the outset of the JOBS evaluation.* Washington, DC: U.S. Department of Health and Human Services.

   Zaslow, M.J., Tout, K., Smith, S., and Moore, K. (1998). Implications of the 1996 welfare legislation for children: A research perspective. *Social Policy Report of the Society for Research in Child Development, Vol XII (3).*

9. Moore, K. A. (1997). Criteria for indicators of child well-being. In R. M. Hauser, B. V. Brown, & W. R. Prosser (Eds.), *Indicators of children's well-being* (pp. 36-44). New York, NY: Russell Sage Foundation.

10. Brown, B., and Corbett, T. (forthcoming). Social indicators and public policy in the age of devolution. In R. Weissberg, L. Weiss, O. Reyes, & H. Walberg, (Eds.). *Trends in the Well-being of Children and Youth.* Newbury Park, CA: Sage Publications.

11. Hogan, C. (1997, June). *The importance of indicators and what they can do.* Presentation at Indicators of children's well-being: From construct to application. The third national level meeting of the planning phase of the Project on State-Level Child Outcomes. Washington, DC: U.S. Department of Health and Human Services.

12. Ibid.

13. Brown, B. & Corbett, T. (1997). *Institute for Research on Poverty Special Report. Social Indicators and Public Policy in the Age of Devolution.* Madison: University of Wisconsin.

14. Ibid.

15. Hedrick, T. E., Bickman, L., & Rog, D. J. (1993). *Applied research design: A practical guide.* Newbury Park, CA: Sage Publications.

16. Ibid.

17. Children's Defense Fund (1994). *Wasting America's future: The Children's Defense Fund Report on the costs of child poverty.* Boston: Beacon Press.

    Duncan, G. & Brooks-Gunn, J. (Eds.) (1997). *Consequences of Growing up Poor.* New York: Russell Sage Foundation.

    Hill, M. S., & Sandfort, J. R. (1995). Effects of childhood poverty on productivity later in life: Implications for public policy. *Children and Youth Services Review, 17,* 91-126.

    Huston, A. C. (Ed.) (1991). *Children in poverty: Child development and public policy.* New York, NY: Cambridge University Press.

    Korbin, J. E. (1992). Introduction; Child poverty in America. *American Behavioral Scientist, 35,* 213-219.

18. Conger, R. D., & Elder, G. H. Jr. (1994). *Families in troubled times: Adapting to change in rural America.* New York, NY: Aldine de Gruyter.

    McLoyd, V. C. (1990). The impact of economic hardship on Black families and children: Psychological distress, parenting, and socioemotional development. *Child Development, 61,* 11-346.

19. Parcel, T. L., & Menaghan, E. G. (1994). *Parents' jobs and children's lives.* New York, NY: Aldine de Gruyter.

20. Kohn, M., & Schooler, C. (1982). Job conditions and personality: A longitudinal assessment of their reciprocal effects. *American Journal of Sociology, 87,* 1257-1286.

    Menaghan, E.G., & Parcel, T.L. (1995). Social sources of change in children's home environments: The effects of parental occupational experiences and family conditions. *Journal of Marriage and the Family, 57,* 69-84.

21. Roberts, Paula. (1998, April). *Guidance from the Federal Government On Implementation of the Child Support Related Provisions Of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996: As Amended by The Balanced Budget Act of 1997:* Center for Law and Social Policy [On-line]. Available: *http://www.clasp.org/pubs/childenforce/fedguidapril.htm*

22. Chase-Lansdale, P. L. & E. M. Hetherington. (1990). The Impact of Divorce on Life-Span Development: Short and Long Term Effects. In P.B. Bates, D. L. Featherman and R. M. Lerner (Eds.), *Life Span Development and Behavior* (pp. 105-150). Hillsdale, NJ: Erlbaum.

    Furstenberg, F. F. Jr. (1990). Divorce and the American family. *Annual Review of Sociology 16,* 379-403.

23. McLanahan, S. S. & Sandefur, G. (1994). *Growing up with a single parent: What hurts, what helps.* Cambridge, MA: Harvard University Press.

24. Krein, S. F. & Beller, A. H. (1988). Educational attainment of children from single-parent families: Differences by exposure, gender, and race. *Demography 25*, 221-234.

McLanahan, S. S. (1985). Family structure and the reproduction of poverty. *American Journal of Sociology, 90*, 873-901.

McLanahan, S. S. (1988). Family structure and dependency: Early transitions to female household headship. *Demography, 25*, 1-16.

McLanahan, S. S. & Sandefur, G. (1994). *Growing up with a single parent: What hurts, what helps.* Cambridge, MA: Harvard University Press.

25. Hanson, T. L. (1993). *Family Structure, Parental Conflict, and Child Well-Being.* Unpublished doctoral dissertation, Department of Sociology, University of Wisconsin at Madison.

Peterson, J., & Zill, N. (1986). Marital disruption and behavior problems in children. *Journal of Marriage and Family, 48*, 295-307.

26. Eaton, W. W., & Kessler, L. G. (1981). Rates of symptoms of depression in a national sample. *American Journal of Epidemiology, 114*, 528-538.

Hall, L. A., Gurley, D. N., Sachs, B., & Kryscio, R. J. (1991). Psychosocial predictors of maternal depressive symptoms, parenting attitudes, and child behavior in single-parent families. *Nursing Research, 40*, 214-220.

Hall, L.A., Williams, C.A., & Greenberg, R.S. (1985). Supports, stressors, and depressive symptoms in low-income mothers of young children. *American Journal of Public Health, 75*, 518- 522.

Klerman, G. L. & Weissman, M. M. (1989). Increasing rates of depression. *Journal of the American Medical Association, 261*, 2229-2235.

Orr, S. T., James, S. A., Burns, B. J. & Thompson, B. (1989). Chronic stressors and maternal depression: Implications for prevention. *American Journal of Public Health, 79*, 1295-1296.

27. Hall, L. A., Gurley, D. N., Sachs, B., & Kryscio, R. J. (1991). Psychosocial predictors of maternal depressive symptoms, parenting attitudes, and child behavior in single-parent families. *Nursing Research, 40*, 214-220.

28. Moore, K. A., Zaslow, M. H., Coiro, M. J., Miller, S. M., & Magenheim, E. B. (1995). *The JOBS evaluation: How well are they faring? AFDC Families with Preschool-Aged Children in Atlanta at the outset of the JOBS Evaluation.* Washington, D.C.: U.S. Department of Health and Human Services.

29. Quint, J. C., Polit, D. F., Bos, H., & Cave, G. (1994). *New Chance: Interim findings on a comprehensive program for disadvantaged young mothers and their children.* New York: Manpower Demonstration Research Corporation.

30. Weeks, G. V., Gecas, V., Lidman, R. M., Seff, M., Stromsdorfer, E. W. & Tarnai, J. (1990). *Washington state's family income study: Results from the first year.* Olympia, WA: Washington State Institute for Public Policy.

31. Kraus, N., & Markides, K. S. (1985). Employment and psychological well-being in Mexican- American women. *Journal of Health and Social Behavior, 26*, 15-26.

Ross, C. E., Mirowsky, J., & Goldstein, K. (1990). The impact of the family on health: The decade in review. *Journal of Marriage and the Family, 52*, 1059-1078.

32. Lyons-Ruth, K., Connell, D. B., & Grunebaum, H. U. (1990). Infants at social risk: Maternal depression and family support services as mediators of infant development and security of attachment. *Child Development, 61*, 85-98.

Richters, J. & Pellegrini, D. (1989). Depressed mothers' judgements about their children: An examination of the depression-distortion hypothesis. *Child Development, 60*, 1068-75.

Simon , R. L., Beaman, J., Conger, R. D., & Chao, W. (1993). Stress, support, and antisocial behavior traits as determinants of emotional well-being and parenting practices among single mothers. *Journal of Marriage and the Family, 55*, 385-98.

Cooley, M. L., & Unger, D. G. (1991). The role of family support in determining developmental outcomes in children of teen mothers. *Child Psychiatry and Human Development, 21*, 217-34.

33. Puckering, C. (1989). Annotation: Maternal depression. *Journal of Child Psychology and Psychiatry, 30*, 807-817.

Richters, J. & Pellegrini, D. (1989). Depressed mothers' judgements about their children: An examination of the depression-distortion hypothesis. *Child Development, 60*, 1068-75.

Moore, K. A., Zaslow, M. H., Coiro, M. J., Miller, S. M., & Magenheim, E. B. (1995). *The JOBS evaluation: How well are they faring? AFDC Families with Preschool-Aged Children in Atlanta at the outset of the JOBS Evaluation.* Washington, D.C.: U.S. Department of Health and Human Services.

34. Downey, G. & Coyne, J. C. (1990). Children of depressed parents: An integrative review. *Psychological Bulletin, 108*, 50-76.

Maccoby, E., & Martin, J. (1983). Socialization in the context of the family. In E. M. Hetherington (Ed.), *Handbook of Child Psychology: Volume 4, Socialization, Personality, and Social Development* (pp. 1-102). New York: Wiley.

35. Radloff, L.S. (1977). The CES-D Scale: A self-report depression scale for research in the general population. *Applied Psychological Measurement, 1*, 385-401.

36. Graham, J. W., Beller, A. H., & Hernandez, P. M. (1994). The determinants of child support income. In I. Garfinkel, S. McLanahan, & P. K. Robbins (Eds.), *Child support and child well-being* (pp. 317-333). Washington, DC: The Urban Institute Press.

King, V. (1994). Nonresident father involvement and child well-being. *Journal of Family Issues, 15*, 78-96.

Knox, V. W., & Bane, M. J. (1994). Child support and schooling. In I. Garfinkel, S. McLanahan, & P. K. Robbins (Eds.), *Child Support and Child Well-being* (pp. 285-310). Washington, DC: The Urban Institute Press.

37. Feldman, S. S., Nash, S. C., & Aschenbrenner, B. G. (1983). Antecedents of fathering. *Child Development, 54*, 1628-1636.

Volling, B. L., & Belsky, J. (1987). Mothering, Fathering, and Marital Interaction in the Family Triad during Infancy: Exploring Family System's Processes. In P. Berman and F. Pederson, (Eds.), *Men's Transition to Parenthood.* Hillsdale, New Jersey: Erlbaum.

38. Wu, L. L. (1996). Effects of family instability, income, and income instability on the risk of a premarital birth. *American Sociological Review, 61*, 386-406.

Wu, L. L. & Martinson, B. C. (1993). Family Structure and the risk of a premarital birth. *American Sociological Review, 58*, 210-232.

39. Aquilino, William S. (1996). The life course of children born to unmarried mothers: Childhood living arrangements and young adult outcomes. *Journal of Marriage and the Family, 58*, 293-310.

40. Ingersoll, G., Scamman, J., & Eckerling, W. (1989). Geographic mobility and student achievement in an urban setting. *Educational Evaluation and Policy Analysis, 11*, 193-199.

Simmons, R. G., Burgeson, R., Carlton-Ford, S., & Blyth, D. A. (1987). The impact of cumulative change in early adolescence. *Child Development, 58*, 1220-1234.

41. Wood, D., Halfon, N., Scarlata, D., Newacheck, P., & Nessim, S. (1993). Impact of family relocation on children's growth, development, school function, and behavior. *Journal of the American Medical Association, 270*, 334-1338.

42. Hagan, J. MacMillan, R., & Wheaton, B. (1996). New kid in town: Social capital and the life course effects of family migration on children. *American Sociological Review, 61*, 368-385.

Haveman, R., Wolf, B., & Spaulding, J. (1991). Childhood events and circumstances influencing high school completion. *Demography , 28*, 133-157.

43. Stack, S. (1994). The effect of geographic mobility on premarital sex. *Journal of Marriage and the Family*, 204-208.

44. Howes, C. & Stewart, P. (1987). Child's play with adults, toys, and peers: An examination of family and child-care influences. *Developmental Psychology, 23*, 423-430.

45. Howes, C. (1988). Relations between child care and schooling. *Developmental Psychology, 24*, 53-57.

46. Whitebook, M., Howes, C., & Phillips, D. A. (1990). *Who Cares? Child care teachers and the quality of care in America.* Final Report of the National Child Care Staffing Study. Oakland, CA: Child Care Employee Project.

47. Howes, C. & Hamilton, C. E. (1993). The changing experience of child care: Changes in teachers and in teacher-child relationships and children's social competence with peers. *Early Childhood Research Quarterly, 8*, 15-32

48. Wu, L. L. (1996). Effects of family instability, income, and income instability on the risk of a premarital birth. *American Sociological Review, 61*, 386-406.

49. Moore, K. A., Morrison, D. R., Zaslow, M. H., & Glei, D. A. (1994). *Ebbing and flowing, learning and growing: Transitions in family economic resources and children's development.*
Paper presented at Workshop on Welfare and Child Development, sponsored by the Board on Children and Families and the National Institute of Child Health and Human Development's Family and Child Well-Being Network. Bethesda, MD.

50. Blyth, D. A., Simmons, R. G., & Carlton-Ford, S. (1983). The adjustment of early adolescents to school transitions. *Journal of Early Adolescence, 3*, 105-120.

Simmons, R. G., Burgeson, R., Carlton-Ford, S., & Blyth, D. A. (1987). The impact of cumulative change in early adolescence. *Child Development, 58*, 1220-1234.

51. Zimmerman, M. A., & Arunkumar, R. (1994). Resiliency research: Implications for schools and policy. *Social Policy Report: Society for Research in Child Development, 8*, 1-18.

52. Moore, K. A., Zaslow, M. H., Coiro, M. J., Miller, S. M., & Magenheim, E. B. (1995). *The JOBS evaluation: How well are they faring?* AFDC Families with Preschool-Aged Children in Atlanta at the outset of the JOBS Evaluation. Washington, D.C.: U.S. Department of Health and Human Services.

53. Galinsky, E., Howes, C., Kontos, S. & Shinn, M. (1994). *The study of children in family child care and relative care.* New York, NY: Families and Work Institute.

Hayes, C. D., Palmer, J. L. & Zaslow, M. J. (1990). *Who cares for children? Child care policy for the 1990s.* Washington, D.C.: National Academy Press.

Helburn, S., Culkin, M. L., Morris, J., Mocan, N., Howes, C., Phillipsen, L., Bryant, D., Clifford, R., Cryer, D., Peisner-Feinberg, E., Burchinal, M., Kagan, S. and Rustici, J. (1995). *Cost, Quality and Child Outcomes in Child Care Centers: Executive Summary.* Denver, Colorado: University of Colorado at Denver.

Love, J. M., Schochet, P. Z. & Meckstroth, A. L. (1996). *Are they in real danger? What research does and doesn't tell us about child care quality and children's well-being.* Princeton, NJ: Mathematica Policy Research, Inc.

NICHD Early Child Care Research Network. (1996). Characteristics of infant child care: Factors contributing to positive caregiving. *Early Childhood Research Quarterly, 11*, 269-306.

NICHD Early Child Care Research Network. (1996). *Infant child care and attachment security: Results of the NICHD Study of Early Child Care.* Presented at the International Conference on Infant Studies, Providence, RI.

Zaslow, M. J. (1991). Variation in child care quality and its implications for children. *Journal of Social Issues, 47* (2), 125-138.

54. Caughy, M.O., Di Pietro, J.A., & Strobino, D.M. (1994). Day-care participation as a protective factor in the cognitive development of low-income children. *Child Development, 65*, 457-471.

Peisner-Feinberg, E. S. (1995, February). *Effects of child care on children by family income level: The Costs, Quality and Child Outcomes in Child Care Centers Study.* Paper presented at the workshop on child care for low income families, Washington, DC.

55. Cost, Quality and Outcomes team. (1995) *Cost, Quality and Outcomes Study Executive Summary, January 1995.* Denver, CO: Author.

Whitebook, N. Howes, C. & Phillips, D. (1989) *Who Cares? Child care teachers and the quality of care in America. Final report, National Child Care Staffing Study.* Oakland, CA: Child Care Employee Project.

56. Aber, J. L. (1996) On what research says about welfare reform's potential impact on children. *The Children's Beat: Newsletter of the Casey Journalism Center for Children and Families, 4*, 3-4.

57. Maccoby, E. (1995). *New Data needed to Study Children and Youth.* Paper presented at the Annual Meetings of the Population Association of America, San Francisco, CA.

58. National Commission on Children. (1991). *Speaking of Kids: A National Survey of Children and Parents.* Washington, D.C. Author.

59. Bradley, R. H. (1987). Providing a stimulating and supportive home environment for young children. *Physical and Occupational Therapy in Pediatrics, 7*, 77-89.

60. Baker, P. C., Keck, C. K., Most, F. L., & Quinlan, S. V. (1993). *NLSY child handbook, revised edition: A guide to the 1986-1990 National Longitudinal Survey of Youth child data*. Columbus: Center for Human Resource Research, Ohio State University.

Desai, S., Chase-Lansdale, P. L., & Michael, R. T. (1989). Mother or market? Effects of maternal employment on the intellectual ability of 4-year-old children. *Demography, 26*, 545-561.

Moore, K. A., & Snyder, N. O. (1991). Cognitive development among firstborn children of adolescent mothers. *American Sociological Review, 56*, 612-624.

Sugland, B. W., Zaslow, M. J. Smith, J. R., Brooks-Gunn, J., Coates, D., Blumenthal, C., Moore, K. A., Griffin, T., & Bradley, R. (1995). The early childhood HOME inventory and HOME-Short Form in differing racial/ethnic groups: Are there differences in underlying structure, internal consistency of subscales, and patterns of prediction? *Journal of Family Issues, 16*, 632- 663.

61. Bradley, R. H., & Caldwell, B. M. (1984). The HOME inventory: A validation of the preschool scale for Black children. *Child Development, 52*, 708-710.

62. Quint, J.C., Fink, B.L., & Rowser, S. L. (1991) *New Chance: Implementing a Comprehensive Program for Disadvantaged Young Mothers and Their Children*. New York: Manpower Demonstration Research Corporation.

63. Straus, M. A. & Smith, C. (1990). *Violence in Hispanic Families in the United States: Incidence Rates and Structural Interpretations*. In M.A. Straus & R.J. Gelles (Eds.), Physical violence in American families (pp. 341-367). New Brunswick, New Jersey: Transaction Publishers.

64. Lloyd, S. (1995). *The Effects of Violence on Women's Employment*. Paper presented at the 18th Annual APPAM Research Conference, Pittsburgh, PA.

65. Debowitz, H. & King, H. (1995). Family violence: A child centered, family focused approach. *Pediatric Clinics of North America, 42 (1)*, 153-163.

66. Strauss, M. A., Gelles, R. J., & Steinmetz, S. K. (1980). *Behind Closed Doors: Violence in the American Family*. New York: Doubleday/Anchor.

67. Hotaling, G. T., Straus, M. A., & Lincoln, A. J (1990). Intrafamily violence and crime and violence outside the family. In M. A. Straus & R. J. Gelles (Eds.), *Physical violence in American families* (pp. 431-470). New Brunswick, New Jersey: Transaction Publishers.

68. Haveman, R., Wolf, B., & Spaulding, J. (1991). Childhood events and circumstances influencing high school completion. *Demography*, 28, 133-157.

Hagan, J. MacMillan, R., & Wheaton, B. (1996). New kid in town: Social capital and the life course effects of family migration on children *American Sociological Review, 61*, 368-385.

69. Wood, D., Halfon, N., Scarlata, D., Newacheck, P., & Nessim, S. (1993). Impact of family relocation on children's growth, development, school function, and behavior. *Journal of the American Medical Association, 270*, 334-1338.

70. Ingersoll, G., Scamman, J., & Eckerling, W. (1989). Geographic mobility and student achievement in an urban setting. *Educational Evaluation and Policy Analysis, 11*, 193-199.

Simmons, R. G., Burgeson, R., Carlton-Ford, S., & Blyth, D. A. (1987). The impact of cumulative change in early adolescence. *Child Development, 58*, 1220-1234.

71. Kuh, D., & Wadsworth, M. (1991). Childhood influences on adult male earnings in a longitudinal study. *British Journal of Sociology, 42*(4), 537-555.

72. Connell, J. P., Spencer, M. B., & Aber, J. L. (1994). Educational risk and resilience in African-American youth: Context, self, action, and outcomes in school. *Child Development, 65*, 493-506.

Welborn, J., & Connell, J. P. (1987). RAPS-S: *Rochester assessment package for schools student report*. Unpublished manuscript, University of Rochester, Rochester, NY.

73. Dwyer, J. & Argent, J. (1990). Child nutrition. In C. S. Sharbaugh (Ed.), *Background papers for call to action: Better nutrition for mothers, children and families*. Washington, DC: National Center for Education in Maternal and Child Health.

74. Coiro, M. J., Zill, N., & Bloom, B. (1994). *Health of our nation's children*. Vital Health Statistics, Series 10, No. 191 (DHHS Publication No. (PHS) 95-1519.) Washington, DC: National Center for Health Statistics.

75. Moore, K. A., Miller, B. C., Morrison, D. R., & Glei, D. A. (1995). *Adolescent sex, contraception and childbearing: A review of recent research*. Washington, DC: Child Trends, Inc.

76. Maynard, R. A. (1997). The costs of adolescent childbearing. In R. A. Maynard (Ed.), *Kids having kids*, (pp. 285-337). Washington, DC: The Urban Institute Press.

77. Moore, K. A., Morrison, D. R., & Greene, A. D. (1997). Effects on the children born to adolescent mothers. In R. A. Maynard (Ed.), *Kids having kids*, (pp. 145-180). Washington, DC: The Urban Institute Press.

78. McCord, J. (1979). Some child-rearing antecedents of criminal behavior in adult men. *Journal of Personality and Social Psychology, 37*(9), 1477-1486.

79. Brooks-Gunn, J. & Petersen, A. (1991) Studying the emergence of depression and depressive symptoms during adolescence. *Journal of Youth and Adolescence, 20* (2)115-119.

80. Baydar, N., Brooks-Gunn, J., & Furstenberg, F. F. (1993). Early warning signs of functional illiteracy: Predictors in childhood and adolescence. *Child Development, 64*, 815-829.

81. Downey, G. & Coyne, J. C. (1990). Children of depressed parents: An integrative review. *Psychological Bulletin, 108*, 50-76.

Moore, K. A., Zaslow, M. H., Coiro, M. J., Miller, S. M., & Magenheim, E. B. (1995). *The JOBS evaluation: How well are they faring? AFDC Families with Preschool-Aged Children in Atlanta at the outset of the JOBS Evaluation*. Washington, D.C.: U.S. Department of Health and Human Services.

82. Mott, F. L. & Menaghan, E. G. (1993). *Linkages between early childhood family structure, socio-economic well-being and middle-childhood socio-emotional development*. Presented at the Annual Meetings of the Population Association of America in Cincinnati, Ohio.

83. Duncan, G., Brooks-Gunn, J., & Klebanov, P. K. (1994). Economic deprivation and early childhood development. *Child Development, 65*, 296-318.

84. Achenbach, T. M. & Edelbrock, C. S. (1978). The classification of child psychopathology: A review and analysis of empirical efforts. *Psychological Bulletin, 85*, 1275-1301.

85. Devins, G. M., & Orme, C. M. (1985). Center for Epidemiologic Studies Depression Scale. In D. J. Keyser, and R. C. Sweetland (Eds.), *Test critiques* (pp. 144-160). Kansas City, MO: Test Corporation of America.

Weissman, M. M., Sholomskas, D., Pottenger, M., Prusoff, B. A., & Lock, B. Z. (1977). Assessing depressive symptoms in five psychiatric populations: A validation study. *American Journal of Epidemiology, 106* (3), 203-214.

86. Comstock, G. W., & Helsing, K. J. (1976). Symptoms of depression in two communities. *Psychological Medicine, 6*, 551-563.

87. Connell, J.P., Spencer, M.B., & Aber, J.L. (1994). Educational risk and resilience in African- American youth: context, self, action, and outcomes in school. *Child Development, 65*, 493-506.

Wellborn, J., & Connell, J.P. (1987). *RAPS-S: Rochester assessment package for schools student report. Unpublished manuscript.* Rochester, NY: University of Rochester.

88. Caldwell, B.M., & Bradley, R.H. (1984). *Home observation for measurement of the environment.* Little Rock, Arkansas.

89. Baker, P.C., Keck, C.K., Mott, F.L., & Quinlan, S.V. (1993). *NLSY Child Handbook, Revised Edition: A guide to the 1986-1990 National Longitudinal Survey of Youth Child Data.* Center for Human Resource Research, The Ohio State University.

Child TRENDS

4301 Connecticut Avenue, NW, Suite 100
Washington, DC 20008
Phone 202-362-5580
Fax 202-362-5533
www.childtrends.org

BEST COPY AVAILABLE